

STUDIES IN
UNITED STATES
HISTORY



RIGGS



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STUDIES
IN
UNITED STATES HISTORY

*A GUIDE FOR THE USE OF STUDENTS
AND TEACHERS*

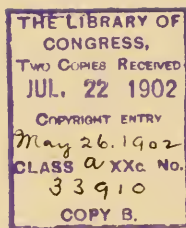
BY

SARA M. RIGGS

PROFESSOR OF HISTORY, IOWA STATE NORMAL SCHOOL



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PREFACE

THE plan outlined in this book is the result of experience. It is an attempt (1) to place before the pupil such topics, questions, and material as will lead him in his study to a thorough comprehension of the facts of American history in their relation to each other, and (2) to present the subject as a connected whole, in accordance with the principles of its development.

The "library" and "source" methods are combined in order to give the widest scope to the study. If only a single text is found practicable, the topics referring to outside material may be omitted, or used as topics for individual research, the results of such work being presented to the class.

Since the book is intended primarily as a working guide for the pupil in his study of the text-books or the library references, the most satisfactory results can be obtained from its use only when a copy is in the hands of each pupil.

Credit is due Miss Sara F. Rice, associate professor of history in the Iowa State Normal School, for reading the manuscript and other valuable assistance.

SARA M. RIGGS.

CEDAR FALLS, IOWA,
June, 1902.

GENERAL INTRODUCTION

VALUE OF HISTORY

“In it is plainest taught and easiest learnt,
What makes a nation happy and keeps it so,
What ruins kingdoms, and lays cities flat.”

The roots of the present lie deep in the past, and the real significance of contemporaneous events cannot be grasped unless the historical causes which have led to them are known.

Report of the Committee of Seven, History in Schools.

The principal reasons for the study of history are that it trains the memory, is a steady practice in the use of materials, exercises the judgment, and sets before the student's mind a high standard of character. It is the best training for administrative duties, for citizenship, for public life, and especially for the decision of any question which needs a knowledge of the past for its settlement.

CHANNING AND HART'S *Guide to American History*, sec. 5, pp. 7-9.

NOTE.—Read pp. 16-26 in the Report of the Committee of Seven, History in Schools.

WHAT IS HISTORY?

History deals with the life of a people in the process of growth.

MACE'S *Method in History*.

History is not simply events. It is the logic of events.

MORRIS.

What is history? The record of human beings, that is all.

HIGGINSON.

HISTORY IN ITS RELATION TO OTHER SUBJECTS

References

Report of the Committee of Seven, History in Schools, 27-33, 81-85, 95-100.

Channing and Hart's Guide to the Study of American History.

Hinsdale's How to study and teach History.

Kemp's Method in History, 80-102.

Geography, literature, and civil government go hand in hand with history. Geography acquaints us with the theater of action and the natural causes of events; literature reveals the spirit of the times; while civil government, dealing with present political conditions, gives a basis for comparison between the past and the present, and shows the results of the past development.

REFERENCES FOR THE STUDY OF
AMERICAN HISTORY

SOURCES

"To the law and to the testimony, to the charter and to the chronicle, to the abiding records of each succeeding age, writ on the parchment or graven on the stone,—it is to these that the teacher of history must go himself and must guide others."

Hart's Source Book. The Macmillan Company. (60 cents.)

Hart's American History told by Contemporaries. 4 vols. The Macmillan Company. (\$2.00 per vol.)

Caldwell's American History Studies: American History Survey, American Territorial Development, American Legislators. Ainsworth & Co. (65 cents each.)

Caldwell's American History. Ainsworth & Co. (\$1.10.)

Old South Leaflets. Directors of the Old South Work, Boston, Mass. (5 cents each.)

American History Leaflets. A. Lovell & Co. (10 cents each.)

Preston's Documents. G. P. Putnam's Sons.

MacDonald's Select Charters of American History, 1606-1776; Select Documents, 1776-1861. The Macmillan Company.

There are two sides to history, the outward events in their succession, with which secondary historians alone can deal; and the inner spirit, which is revealed only by the sources. — HART'S *Contemporaries*, I, 3.

TEXT-BOOKS

Grammar grade

Montgomery's Leading Facts of American History. Ginn & Company.

Channing's Short History of the United States. The Macmillan Company.

Gordy's History of the United States. Charles Scribner's Sons.

Thomas' History of the United States. D. C. Heath & Co.

The New Era History. Eaton & Co.

Gibson's School History of the United States.

Fiske's American History.

High school and Normal

Montgomery's Student's American History. Ginn & Company.

Channing's Students' History of the United States. The Macmillan Company.

McLaughlin's History of the American Nation. D. Appleton & Co.

Epochs of American History.

Thwaites' Colonies.

Hart's Formation of the Union.

Wilson's Division and Reunion. Longmans, Green & Co.

McMaster's School History of the United States. American Book Company.

Sheldon's History of the United States. D. C. Heath & Co.

Johnston's American History. Henry Holt & Co.

Lee's History of the United States (southern).

Thorpe's History of the United States. The Macmillan Company.

GENERAL REFERENCE BOOKS

The library should be the center and soul of all study in history and literature. — *Report of the Committee of Seven.*

ADAMS. History of the United States, 1789-1817. 9 vols.

AMERICAN HISTORY SERIES. 7 vols. Charles Scribner's Sons.

Fisher's Colonial Era.

Sloane's French War and the Revolution.

Walker's Making of the Nation.

Burgess' The Middle Period; The Civil War and the Constitution, 2 vols.; Reconstruction and the Constitution.

New volumes have appeared since this was written.

AMERICAN STATESMEN SERIES. Biographies.

ANDREWS. Last Quarter Century of the United States. 2 vols.

Charles Scribner's Sons.

United States History. 2 vols. Charles Scribner's Sons.

BARNES. Popular History of the United States.

BROOKS. The Century Book of Famous Americans.

BRYANT AND GAY. Popular History of the United States.

4 vols.

COFFIN. Old Times in the Colonies.

Boys of '76.

Building the Nation.

Boys of '61.

Following the Flag.

DODGE. Bird's Eye View of the Civil War.

DOYLE. English Colonies in America.

- DRAKE. The Making of New England.
The Making of Virginia and Middle Colonies.
The Making of the Great West.
The Making of the Ohio Valley States.
- EGGLESTON. Beginners of a Nation.
Household History of the United States.
- FISKE. History of the United States to 1789. 10 vols.
Discovery and Exploration. 2 vols.
Beginnings of New England. 1 vol.
Old Virginia and her Neighbors. 2 vols.
The Dutch and Quaker Colonies. 2 vols.
The Revolution. 2 vols.
The Critical Period. 1 vol. Houghton, Mifflin & Co.
- FOSTER. A Century of American Diplomacy.
- FROTHINGHAM. Rise of the Republic. Little, Brown & Co.
- GREELEY. The American Conflict. 2 vols.
- GRIFFIS. The Romance of Discovery.
The Romance of Colonization.
The Romance of Conquest.
- HIGGINSON. Larger History of the United States. Harper Bros.
- HILDRETH. History of the United States. 6 vols.
Half Hours with American History. 2 vols.
- HINSDALE. Old Northwest. 2 vols.
- JUDSON. The Growth of the American Nation.
- LARNED. History for Ready Reference.
- LODGE. English Colonies in America. Harper Bros.
- MACLAY. History of the Navy. 2 vols.
- MCMASTER. History of the People of the United States. 5 vols.
- PARKMAN. The Jesuits in North America.
The Pioneers of France.
Pontiac's Conspiracy.
A Half Century of Conflict.
- PAYNE. History of the New World.
- RHODES. History of the United States since the Compromise of 1850. 4 vols.
- RIDPATH. Popular History of the United States. Hunt & Eaton.

ROOSEVELT. *Winning of the West.* 3 vols.

ROOSEVELT AND LODGE. *Hero Tales from American History.*

SCHOULER. *History of the United States of America.* 5 vols.

SMITH, GOLDWIN. *The Political History of the United States.*
The Macmillan Company.

Washington and his Country. Ginn & Company.

SPARKS. *Expansion of the American People.*

THORPE. *History of the United States.*

TREVELYAN. *The American Revolution.* 2 vols. (Written from
the British standpoint.)

VON HOLST. *Constitutional History of the United States.*

WILSON. *History of the Rise and Fall of the Slave Power in*
America. 3 vols.

WINSOR. *Narrative and Critical History.* 8 vols.

BOOKS ON THE TEACHING OF HISTORY

Every teacher should acquaint himself with the fundamental principles of historical study and historical thinking. He should learn what historical facts are, and how they are to be interpreted and arranged. — *Report of the Committee of Seven.*

The Study of History in Schools. The Macmillan Company.
(50 cents.)

BARNES, MARY SHELDON. *Studies in Historical Method.*
D. C. Heath. (90 cents.)

CHANNING AND HART. *Guide to the Study of American History.*
Ginn & Company. (\$2.00.)

FLING. *An Outline of Historical Method.* Ainsworth & Co.

HINSDALE. *How to teach and study History.* D. Appleton &
Co. (\$1.50.)

KEMP. *An Outline of Method in History.* Inland Publishing
Company, Terre Haute, Ind. (\$1.00.)

MACE. *Method in History.* Ginn & Company. (\$1.00.)

GENERAL SUGGESTIONS TO THE TEACHER

Careful attention should be given to the special "suggestions" in the body of the book. These are given as directions and should be followed.

NOTEBOOKS

Every pupil should be required to secure a notebook in durable form. The notebook should be an aid to the study; therefore it should be in constant use. Do not ask pupils to record there simply facts or statements gathered from the text-books. If properly used, it should contain the results of the pupil's own research and thought.

The notebook work should be brought to the recitation to be used as a basis for class discussions. The conclusions of the various pupils may then be compared, and corrected, if need be. Additional notes may be taken showing the results of the recitation. Require individuality and originality in all work here, unless credit is given by marginal references for the opinions of others. When notes are taken from a study of "Sources," require references to be made so that the material may be consulted, if necessary.

USE OF BOOKS

Complete references are given that the student and teacher may read as widely as time and circumstances permit.

Each pupil should possess at least one good text-book. Other texts should be accessible for reference, even though

one only is used as a basis for the work. If "source" material is used as the basis for study in the preparation of a lesson, it should be in *the hands of every member of the class*.

Avoid the error of requiring too much reading from outside references. See that the outside reading is done with some specific end in view, never just for the sake of occupying time.

THE RECITATION

The object of the recitation should not be that alone of finding out how much the pupil remembers. The study, analysis, and coördination of historical material, under the teacher's guidance, should form an important part of each day's work. The following day the pupil may be tested as to his grasp of the subject. Every recitation then presents an opportunity to learn as well as to tell what is known.

Written recitations should be required occasionally, that each pupil may derive the benefit and discipline of such work.

Do not follow slavishly the questions and topics given in the outline; these are to be used as a guide during the preparation of the lesson, but must be enlarged upon as the needs of the recitation demand.

PREPARATION

The day is passing when the subject of history will be intrusted to the teacher who is not thoroughly prepared for his work, for it is fast being recognized as a study worthy of the best kind of treatment, because of its intrinsic value, not alone as a "culture study" but as a "disciplinary study."

As a general preparation, every teacher should have had some instruction in methods of teaching, and should know what are the essentials of historical study; he should have worked out for himself the meaning of historical facts. Every teacher must be a careful student as well as a teacher, if he would be really successful. He should not fail to consult books on methods.

As a special preparation for the separate lessons, do the work that is required of the pupils; read widely; analyze thoughtfully what is read; study to present the lesson clearly and interestingly; in a word, be thoroughly "alive to the subject."

STUDIES IN UNITED STATES HISTORY

INTRODUCTION

NORTH AMERICA

I. Physical Characteristics

The life of a nation, like that of an individual, depends mainly on two factors: the moral and mental make-up of a nation, or the individual, and the opportunities of improvement which are placed within reach.—CHANNING'S *United States History*, p. 5.

1. Compare eastern and western coasts of North America as to adaptability for settlement.
2. Compare Europe and America as to temperature, rainfall, land configuration, and natural means of communication.
3. Compare northern and southern settlers as affected by their natural environment.
4. As you study, note how the life of the people of North America has been affected by their physical environment.

References.

Channing, 1-17; Epochs, I, 1-7.

Fisher, 1-4; Doyle, I, 5-8; Winsor, IV, 1-30.

Shaler, I, 1-50; Payne, 18-25; Weedon, I, 1-7.

Guyot's Earth and Man, Lecture IX.

Hinsdale's Old Northwest, 1-5.

II. Native Peoples

Suggestion. — Study to find out whether they have affected our civilization.

1. Who were the mound builders?

Find out what you can about them.

2. Indians.

a. Characteristics.

b. Contrast Indians of southern portions of North America with those of northern portions.

c. Were the Indians treated fairly by the early explorers and settlers?

(Write in notebooks a summary of arguments.)

d. What are we now doing for the Indian?

Is the treatment just?

e. Did Indian opposition have a good effect or not?

References.

McLaughlin, 1-4.

Epochs, I, 7-19; Montgomery, 14-19.

Fiske, 1-14; McMaster, 66-70; Sheldon, 51-56, 381-385.

Gordy, 76-85; Eggleston, 71-76, 85-89, 118, 370.

Fisher, 5-12; Fiske's *Discovery of America*, I, 1-147.

Doyle, I, 8-17; Shaler, I, 190-273.

Bancroft, II, 86-136; Hildreth, I, 50.

Andrews, I, *Intro.*; Bryant, I, 19-34.

Weeden, 23-46; Parkman's *Jesuits in North America*.

Nadaillac's *Prehistoric Americans*.

Catlin's *North American Indians*.

Supplementary reading.

Longfellow's *Hiawatha*.

Cooper's *Last of the Mohicans*.

Helen Hunt Jackson's *Ramona*.

Eggleston's *Famous American Indians*.

Whittier's *Nauhaught the Deacon*.

DISCOVERY AND EXPLORATION

"The discovery of America emerged from a complex group of facts and theories, and was accomplished through a multitude of enterprises in every part of the world."

I. Introductory Studies

1. Discovery of America by Northmen.
 - a. When, where, and why made?
 - b. Read extracts from the "Sagas" and compare them with Grecian myths of wanderers.
 - c. Give proofs for this discovery.
 - d. Did it have any effect on later discovery?

References.

"Sources."

American History Leaflets, No. 3.

Old South Leaflets, No. 31; Sheldon, 6-12.

Hart's Contemporaries, I, No. 16.

Channing, 22-24; Epochs, I, 21-23; McLaughlin, 4-6.

Montgomery, 1-3; Sheldon, 6-12; Fiske, 19-22.

Bryant, I, 35-91; Fiske's Discovery of America, I, 148-260.

Winsor, I, 61-69, IV, 20-30; Forum, VIII, 489.

Andrews, I, 1, 2; Doyle, I, 18.

Griffis' Romance of Discovery, 1-54.

Supplementary reading.

Longfellow's Discoverers of the North Cape; The Skeleton in Armor.

Lowell's The Voyage to Vinland.

Whittier's The Norsemen.

2. The Crusades. Their effect upon commerce.

3. Books on the East.
 - a. Marco Polo's Travels.
 - b. Voyage and Travels of Sir John Mandeville.
4. Europe in the 15th century.
 - a. Intellectual awakening.
 - b. Geographical knowledge.

Compare with ideas of the ancients.

- c. Routes of travel. Why were new ones sought?
- d. Fall of Constantinople, 1453.
- e. Inventions.
- f. Political conditions.
- g. Religious zeal.
- h. Portuguese voyages of the 15th century.

(1) Prince Henry, the navigator. His work and its effect.

(2) Effect of the voyages of Diaz.

Read Chap. IV from Fiske's *Discovery of America*.

Note the effect of each of the above upon the discovery of America.

References.

"Sources."

Old South Leaflets, No. 32.

Channing, 24-27 ; McLaughlin, 6-10 ; Epochs, 23, 24.

Montgomery, 3, 4 ; Sheldon, 3-6, 12-16.

McMaster, 9-11 ; Fiske, 21-26 ; Gordy, 1, 2.

Johnston, 3, 4 ; Fiske's *Discovery of America*, I, 269-278, 293-295, 313-320.

Andrews, I, 3 ; Fisher, 12, 13 ; Bryant, I, 92-98.

Winsor, II, 39-42, 94-104 ; Morris, *Half Hours*, I, 42, 43.

Griffis' *Romance of Discovery*, 55-78.

Maps.

- Roman Idea of the World, Sheldon, 5.
- Asia according to Marco Polo, Sheldon, 15.
- Western Europe according to Marco Polo, Sheldon, 17.
- Routes of Travel, Fiske, 22.
- Behaim's Globe, Channing, 28.
- Ptolemy's Map of the World, Fiske, 24.
- Mela's Map of the World, Fiske, 25.
- Toscanelli's Chart, Channing, 27 ; McLaughlin, 14.

II. Discovery and Exploration from A.D. 1492 to 1600

Suggestions. — Place upon an outline map the route of each explorer, giving name and date.

Represent in colors upon an outline map the territorial claims of each nation.

Place names and dates of discoverers or explorers to show where their work was done. (Three different maps may be used if preferred.)

Indicate on maps all changes in ownership of territory.

As you study, make a table showing name of each discoverer, time of his work, and briefly what each accomplished.

Make a table to show those who worked contemporaneously. (The settlements may be indicated here also, marking in one color those not permanent, and in another those permanent.)

The motives of individuals and nations should be sought for as you study.

1. Why does the close of the 15th century mark the opening of the era of discovery and explorations?
2. Columbus.

a. How was Columbus influenced by former work in exploration? What other influences determined his action?

- b.* Were his theories original? Were they correct?
Prove your answers.
- c.* Study each voyage as to time, place, and results.
- d.* Of what world changes were his discoveries the cause?
- e.* Read letters of Columbus and form an opinion as to his motives and character. See Hart's Source Book; Old South Leaflets, No. 71; American History Leaflets, No. 1; Hart's Contemporaries, I, Nos. 17-19.
- f.* How did the voyage of Vasco da Gama affect results of Columbus' work?
- g.* Has too much praise been accorded him?
- h.* Settlements made by Columbus.
- 3. The Cabot voyages.
 - a.* Cause and importance of these.
 - b.* Extent of English claims based on these voyages.
 - c.* Why did not the English follow up these voyages?
- 4. The naming of "America," 1507.

"And the fourth part of the world having been discovered by Americus, it may be called Amerige; that is, the land of Americus or America."

Explain fully.

Hart's Contemporaries, I, No. 20.

McLaughlin, 21.

Channing, 34.

- 5. Portuguese voyages of Da Gama, Cabral, and Cortereal.
Result of each.
- 6. Line of demarcation.
Papal Bull, 1493; Hart's Contemporaries, I, No. 18.
- 7. Spanish explorations to 1550.
 - a.* Study to find out the work and its results of the following: De Leon, De Ayllon, Balboa, Cortez,

Narvaez, De Soto, and Coronado. Of what value were these expeditions in establishing the Spanish claim to territory in North America?

b. Why did Spaniards fail in settlement?

Study their methods and aims.

Read from the "Sources" of De Soto's voyage.

c. Why was so much interest taken in the possession of Florida? Does later history prove its strategic importance?

d. Was the conquest of Mexico a good thing for Spain? Give reasons for your answer.

e. How did the voyage of Magellan affect conditions of that time?

8. The French in America to 1550.

a. Study the following to find out (1) what each accomplished; (2) effect of work of each in establishing French claims: Verrazano, Cartier.

b. Did French claims affect those of other nations?

c. Compare results of French exploration with those of Spanish and English. Why the difference?

9. Discovery, exploration, and settlement after 1550 to 1600.

a. Huguenot colonies in Carolina and Florida, 1562-1568.

(1) Who were the Huguenots?

(2) Effect of these upon other nations' claims.

(3) Reasons for failure.

b. Founding of St. Augustine, 1565.

(1) Of what importance to Spain?

(2) Effect on French.

c. Why was Spain's colonizing spirit limited to the period from 1492 to 1590? Of what importance is this to American history?

d. The English in America.

(1) Study in some brief history of England the events in English history from 1500 to 1570 to find out why England was so inactive in American exploration.

(2) Elizabethan seamen.

(a) Why is so much said of Drake's voyage?

Did he influence colonization?

(b) In what ways were English claims extended?

(c) The Raleigh colonies.

Have they any real importance in American history?

Reasons for your answer.

(d) What reasons do you find for the activity in Elizabeth's reign?

e. Effect of the defeat of the Spanish Armada upon American history.

f. What does each nation claim by 1600?

Suggestions. — Record in notebook the claims of each nation. Also record the gains and losses of each nation from 1550 to 1600.

Complete maps showing discoveries, explorations, and settlements previous to 1600, and also table or chart of same.

References.

"Sources."

Hart's Source Book, Nos. 1-4.

Hart's Contemporaries, Nos. 17-36.

Old South Leaflets, Nos. 17, 20-22, 33-37.

American History Leaflets, Nos. 9, 13.

Channing, 29-53; McLaughlin, 8-27; Epochs, I, 23-44.

Montgomery, 3-26; Sheldon, 19-45; McMaster, 9-29.

Gordy, 1-25, 89; Johnston, 4-14; Eggleston, 30.

Fiske's *Discovery of America*, I, II ; Fisher, 12-29.
Andrews, I, 4-30 ; Bryant, I, 92-200.
Higginson's *Explorers* ; Bancroft, I ; Hildreth, I.
Doyle, I ; Winsor, II, 1-23, III, 1-7 ; Winsor, III,
Chap. II ; IV, 1-4, 5-9, 47-55.
Griffis' *Romance of Discovery*, Chaps. VIII-XX.

Supplementary reading.

Griffis' *Romance of Discovery*.
Prescott's *Ferdinand and Isabella*.
Tennyson's *Columbus*.
Lowell's *Columbus*.
Irving's *Life of Columbus*.
Longfellow's *Sir Humphrey Gilbert*.
Wallace's *Fair God*.
Kingsley's *Westward Ho !*
Prescott's *Conquest of Peru and Conquest of Mexico*.
Eggleston's *Montezuma*.
Scott's *Kenilworth*.
Henty's *Under Drake's Flag*.

Maps.

MacCoun's *Historical Geography*.
Hart's *Epoch Maps*.
Channing, 27, 30, 32, 33, 36.
Winsor's *America*, I-IV.

III. Discovery and Exploration, 1600-1750

Suggestions. — This topic may be left for study after that of early colonization or in connection with it.

Compare motives and results with those of 16th-century explorers.

1. Why does the opening of the 17th century show a marked activity on the part of France and England?

2. The French in Acadia and Canada, 1600-1670.
 - a. Note the extent of De Monts' grant, 1603, — "from the fortieth to the forty-sixth degree." Does this prove anything?
 - b. Champlain, 1603-1615.
 - (1) What did he accomplish in establishing French claims?
 - (2) Why called the "Father of New France"?
 - (3) His relations with the Iroquois, or Five Nations. Effect upon the future of French colonization in America.
 - (4) Read Champlain's account of his exploration, 1615, from Hart's Source Book, p. 14, to discover his route, motives, character of Indians, Champlain's relation with them, their method of warfare. Read also, if possible, No. 39 in Hart's Contemporaries.
 - (5) Quebec, 1608.
 - c. The "Jesuit Fathers" in the Lake Region.
 - (1) Why did the French push westward rather than south or toward the coast?
 - (2) Note the following extract:

"St. Luson (1671) at the Sault proclaimed the sovereign title of the French monarch to all the surrounding lands 'in all their length and breadth, bounded on the one side by the seas of the North and West and on the other by the South Sea.'"

Explain.
 - d. French government in Canada.
 - (1) Gather material as you study the different authorities.
 - (2) Read Hart's Contemporaries, I, No. 41.
 - (3) Compare with England's government in her colonies.

References on topic 2.

“Sources.”

Hart's Source Book, No. 6.

Hart's Contemporaries, I, Nos. 37, 39-41.

Channing, 58, 59; McLaughlin, 129-138.

Epochs, I, 48-52; Epochs, I. See index for “Champlain.”

Montgomery, 128-136; McMaster, 60, 61; Sheldon, 74-77, 87-91.

Gordy, 89-91; Eggleston, 113-120; Johnston, 14-17, 69, 70.

Andrews, I, 23, etc.; Fisher, 22, 23; Doyle, I, 105.

Higginson's Explorers, 269; Parkman's Pioneers, 245.

Hildreth, I, 99, etc.

Frothingham, 85, 86; Griffis, Chaps. XXI, XXIV.

Supplementary reading.

Bourinot's Story of Canada.

Longfellow's Evangeline.

Catherwood's Romance of Dollard and Story of Tonty.

Maps.

MacCoun's Historical Geography.

Hart's Epoch Maps.

3. English exploration.

Suggestion. — Read a brief account of the reign of the Tudors, noting especially that of Elizabeth.

- a. Have the voyages of Gosnold, Pring, and Weymouth any real importance in American history? Why?

- b.* Effect of a belief in a passage through North America.
 - c.* John Smith. Read Hart's Source Book, No. 5; Hart's Contemporaries, No. 90.
 - d.* Why did not the English push more rapidly into the valley beyond the Appalachian range?
 - e.* Extent of English claims, 1750.
- 4. Dutch exploration in America.
 - a.* Reasons for their activity.
 - b.* Hudson. His work and its importance.
 - c.* Extent of territorial claims.
 - d.* Record loss of territory as you study.
- 5. The French in the Mississippi valley, 1673-1750.
 - a.* Marquette and Joliet. "Their discovery was the greatest of the age." Verify this statement if possible.
 - b.* La Salle.
 - (1) Trace his route of travel.
 - (2) Extent and value of his claim.

Study this extract from Sheldon's History:

"In the name of the most high, powerful, invincible and victorious Prince Louis the Great, by the grace of God King of France and Navarre . . . I (La Salle) have to-day taken possession of this land of Louisiana, its seas, havens, bays . . . with all the nations, peoples, provinces, towns . . . mines, minerals, streams, and rivers . . . along the river Mississippi, and all the rivers which flow into it, from its source beyond the country of the Sioux . . . as far as its mouth at . . . the Gulf of Mexico . . . upon the assurance that all these people have given that we are the first Europeans (who have come into these lands)."

- (3) Fort St. Louis. Of what importance?

(4) Read Hart's Source Book, No. 36; Hart's Contemporaries, No. 43.

c. Settlement by French in Louisiana.

Effect of this upon French right to territory and their conflict with English.

6. Compare the work of the English and the French in the 17th, and in the 18th century to 1750.

References on topics 3-5.

"Sources."

Hart's Source Book, Nos. 5, 36.

Hart's Contemporaries, Nos. 38, 42, 43, 90.

American History Leaflets, No. 27.

Channing, 59, 60, 95, 96, 131-134.

McLaughlin, 97, 98, 116, 117, 133-135.

Epochs, I. See index. Montgomery, 42, 43, 128-136.

McMaster, 36, 37, 61-65; Sheldon, 69, 87-91.

Gordy, 26-47, 64-66, 91-94, 113-120.

Johnston, 70, 71; Andrews, I, 23-25, 56-58.

Fisher, 28, 29, 36, 37, 177-179.

Sloane, 22-37; Griffis, XXI-XXVII.

Parkman's La Salle.

Supplementary reading.

Warner's Captain John Smith.

Eggleston's Pocahontas and Powhatan.

Maps.

Montgomery, 42, 130.

McLaughlin, 99, 134, 136, 141.

MacCoun's Historical Geography.

Sheldon, 101; Hart's Epoch Maps.

REVIEW OF PERIOD OF DISCOVERY AND EXPLORATION

Suggestion. — This outline may be used in advanced classes instead of the more detailed one.

1. Reasons why 15th and 16th centuries are ones of discovery and exploration.
2. Note this extract :

“The discovery of America emerged from a complex *group of facts and theories* and was accomplished through a *multitude of enterprises* in every part of the world.”

Study to prove this, placing in notebook under following headings such material as is applicable :

“Group of facts ” leading to discovery of America.

“Theories ” leading to discovery of America.

“Enterprises ” through which it was accomplished.

Suggestion. — Group these last under different nations, *e.g.*, Spanish enterprises, etc.

3. What had each nation accomplished by 1550? by 1600?

Suggestion. — Write brief summary in notebook.

4. The work of what men or group of men has had the largest and most lasting effect upon history? Give reasons.
5. Claims of each nation. Place in notebook.
Take notice of the conflicts. Compare as to extent and value.
6. Trace the growth of English territory. Study Caldwell's American Territorial Development, Chap. I.
7. Compare the methods and results of the different nations in their efforts for colonization. Why did failure come in so many instances?
8. Effect of discovery of America on Europe.

References.

See lists given under former outline.

Suggestion. — As you proceed with the future study, discover how these nations have influenced the United States in its development.

TOPICS FOR SPECIAL RESEARCH

Geographical errors of 15th and 16th centuries.

How corrected?

Recent views of Columbus.

See Review of Reviews, IV, 617.

Arena, VI, 603.

Century, XLIV, 122, etc. See index.

John Cabot, American History Leaflets, No. 9.

Coronado's Explorations.

American History Leaflets, No. 13.

Hart's Contemporaries, I, No. 24.

Voyages of Henry Hudson.

Hart's Contemporaries, I, No. 38.

Suggestions. — The reports on these should be in pupil's own words. They should be assigned to individual pupils, not to the entire class.

COLONIZATION

Colonies are like fruits which only cling till they ripen. — TURGOT.

Suggestions. — In the study of the life of a people there are five lines of development to be noted, *viz.*, the social, industrial, political, religious, and intellectual; therefore, give attention to these as you proceed with the study of American colonization.

Show how geographical conditions, topography, climate, etc., affect the development of the colonies.

Place upon an outline map the name of each colony, showing its first settlement and extent of territory.

Show on map colonies of 1750.

A table showing name of colony, time of settlement, place, early government, religion, and so forth, may be made. (This will be useful for future reference and help to fix important facts in the mind.)

Care should be taken in the study of each colony to note the character of the colonists, their motives, and their relations with the Indians, as these factors determined in large measure the success of the colony and its line of growth.

Attention should be given to the fact that there were two eras of colonization, the one from 1600 to 1660, the other from 1660 to 1760.

Topic III, Discovery and Exploration from 1600 to 1750, may now be studied in connection with this period.

I. General Topics

Suggestion. — Each of these should be placed in the notebook, and fitting material added as the study of the period progresses.

Read a brief account of England in the 17th century.

1. Reasons for colonization.

a. First era of colonization.

Study "Sources," — American History Survey, 4, 5; Caldwell's History, 4, 5; Hart's Source Book, Nos. 7, 21. For other references, see lists given in connection with colonies.

b. Second era of colonization..

Study English History from 1660 to 1760.

2. Methods of colonization.

Suggestion. — Make a list of colonies founded by chartered companies; by individuals as proprietors; by bands of settlers without authority.

Which of the methods was most beneficial to colonists? Why?

3. English supremacy in America.

Discover causes for this, and note events through which it was accomplished.

References on topic 1.

“Sources.”

Hart's Source Book, Nos. 7, 8.

Hart's Contemporaries, Chap. VI.

American History Survey, 4, 5.

Channing's, Montgomery's, McLaughlin's, Sheldon's, and McMaster's History of the United States. (Consult chapters on Colonization.)

Seeley's Expansion of England, Lecture IV.

Adam Smith's Wealth of Nations, Chap. VII.

II. Colonization from 1607 to 1660

Suggestions. — Work out in notebooks the topics given under topic I, above, so far as possible in this era.

Place the following topics in your notebook, adding proper material under each as you study.

Types of Colonial Government.

Representative Institutions. (Describe each briefly.)

Union among the Colonies

Slavery.

Proof of the Democratic Spirit.

Industrial Conditions.

Education.

Colonial Denials of the Supremacy of Parliament.

1. Virginia, 1607.

a. The Virginia Company.

(1) Why formed?

(2) Read extract from charters in American History Survey, 8, or charters in other "Sources," and find extent of grants. Can you judge of the object of the men in the company from these charters? Was the interest of the colonists considered? Of what classes of men was this company composed?

b. Early History.

(1) Note some reasons why the colony developed slowly.

(2) The work of John Smith as a factor in Virginia history.

(3) The work of what other men is important, and why?

(4) What motives prompted the early settlers?

(5) Did the colonists govern themselves?

(6) Was the plan of government wise?

c. Slavery and white servitude. Who was responsible? Compare the two.

d. First Representative Assembly, 1619.

(1) Read the extract from the American History Survey, 9, or from other "Sources" and find out when the assembly met, of whom it was composed, what it did. How would you account for the peculiarity of the laws?

(2) Study this statement :

It contained in embryo the American system of an executive lodged in one person, and a Legislature of two houses.—EGGLESTON'S *Beginners of a Nation*.

Explain. Find other statements.

- (3) What rights did the colonists secure?
- (4) Under what headings in your notebook should this be placed?
- e. Of what importance was the "Constitution" granted in 1621?

On this ordinance Virginia erected the superstructure of her liberties. — BANCROFT.

- f. Virginia becomes a royal province, 1624.

- (1) Account for this.
- (2) Study this statement:

"The revoking of the charter was an act of Stuart despotism."

Explain.

- (3) What effect did this have on "free government" in Virginia?
- (4) Royal governors. Account for their struggle with the colonists.
- g. Virginia's attitude toward Puritan government in England.
 - (1) Virginia became an asylum for "distressed cavaliers."Explain why.
- (2) Effect and value of the "cavalier" immigration.
Read Chap. I, in Fiske's *Old Virginia and her Neighbors*.
- h. Social, industrial, religious, and educational conditions from 1607 to 1660.

References.

"Sources."

Hart's Source Book, Nos. 13, 34.

American History Survey, 7-9, 21.

Hart's Contemporaries, I, Nos. 50, 59-69, 82.

American History Leaflets, No. 27.

Preston, 1, 14, 22, 32.

MacDonald, 1, 11, 17, 34.

Channing, 60-69 ; McLaughlin, 28-50.

Epochs, I, 66-77 ; Montgomery, 28-36.

Sheldon, 58-69 ; Gordy, 26-35 ; McMaster, 30-34.

Fiske, 67-76 ; Eggleston, 19-32 ; Fisher, 34-49.

Andrews, I, 31-39 ; Bruce's Economic History of Virginia, I.

Eggleston's Beginners of a Nation, 25-59, 88, 89.

Hildreth, I, Chap. IV ; Winsor, III ; Bryant, I.

Lodge, I, 24 ; Doyle, I, 101-184 ; Higginson, 85-90, 143.

Macaulay's England, 582.

Read from short English histories the reigns of James I and Charles I.

Maps.

MacCoun's Historical Geography.

Epochs, No. 2.

Channing, 60-62.

Montgomery, 29, 31, 42.

McLaughlin, 35, 41.

Supplementary reading.

Warner's Captain John Smith.

Mary Johnston's To Have and to Hold.

Thackeray's Virginians.

Eggleston's Pocahontas and Powhatan.

Cooke's Stories of the Old Dominion.

2. Maryland, 1634.

Suggestion. — If preferred, the study of this colony may be left until after that of New England colonies. The outline is placed here because its history is connected with that of Virginia.

- a.* Lord Baltimore's charter.
- (1) Extent of the grant. How did this affect Virginia, and how future history?
 - (2) What rights did the colonists have? Compare with Virginia.
 - (3) Extent of Lord Baltimore's power in government.
- b.* Social and industrial conditions. Read No. 18 in Hart's Source Book.
- c.* What peculiar attribute do you find in Maryland? Study this extract.
- "No person . . . believing in Jesus Christ shall from henceforth be in any ways troubled, molested, or discountenanced for or in respect of his or her religion, nor in the free exercise thereof."
- Purpose and effect of this.
- d.* Compare Maryland with Virginia and New England colonies.

References.

"Sources."

- Hart's Source Book, No. 18.
 American History Survey, 20-21.
 Hart's Contemporaries, Nos. 72-74, 84.
 Preston, 62.
 MacDonald, 53, 104 (Toleration Act).
 Channing, 70-73; McLaughlin, 54-61.
 Epochs, I, 81-87; Montgomery, 99-104.
 McMaster, 34-36; Sheldon, 70, 71; Gordy, 37-39.
 Fisher, 125-129; Eggleston, 50-52; Winsor, III, 517-529, 533-536; Andrews, I, Chap. VI.
 Eggleston's Beginners of a Nation, 220-257.
 Lodge, 93-111; Doyle, I, 275-313; Hildreth, I, 209-215.

Maps.

Channing, 70.

McLaughlin, 56.

Montgomery, 42, 100.

Supplementary reading.

Churchill's Richard Carvel.

3. New England, 1620-1660.

a. Council for New England.

Its aims. Extent of its grant.

b. Pilgrims and Puritans.

(1) Distinguish between them.

(2) Why did Pilgrims leave Holland?

Read Hart's Contemporaries, No. 97.

c. Settlement at Plymouth, 1620.

(1) Read Hart's Source Book, No. 5, and Hart's Contemporaries, Nos. 99-100, or some other account to get a clear view of the conditions of this settlement.

(2) 'The "Mayflower Compact."'

Read it, then answer these questions: By whom made? What are its provisions? Why is it important in our history? What is a "civil body politic"? Is it a constitution?

References.

American History Survey, 10; Hart's Contemporaries, No. 98.

(3) Explain the following statement:

"Historically, the enterprise is interesting, not so much for what it achieved as for what it suggested."

(4) Were the Pilgrims tolerant?

Prove your answer by facts.

(5) Explain fully the government of this colony.

References.

"Sources."

- American History Survey, 10; Hart's Source Book,
Nos. 14, 15.
Hart's Contemporaries, Chap. XV.
Old South Leaflets, No. 110; Romance of New
England History.
American History Leaflets, No. 29.
Preston, 29; MacDonald, 33.
Channing, 73-80; McLaughlin, 67-75.
Epochs, I, 113-124; Montgomery, 60-67.
McMaster, 40-47; Sheldon, 65-68, 80.
Fiske, 85-91; Gordy, 41-46; Eggleston, 34-38.
Winsor, III, 257-269.
Fiske's New England, 50-66, 71-87, 199-205.
Fisher, 82-98.
Andrews, I, 39-41; Eggleston's Beginners of a
Nation, 98.
Weeden's Economic History of New England, index.
Bryant, I, 370; Lodge, 341-342; Hildreth, I, 90,
153.
Doyle, II; Green's History of the English People.

Maps.

See in connection with text.

Supplementary reading.

- Longfellow's Miles Standish.
Moore's Pilgrims and Puritans.
Austen's Standish of Standish.
Austen's Betty Alden.
Hawthorne's Twice Told Tales.
Heman's Landing of the Pilgrims.
Holmes' Robinson of Leyden.
Mrs. Stowe's Mayflower.

d. Massachusetts Bay colony, 1628.

- (1) Massachusetts Bay Company. Note the grant made to it and its power of government.
- (2) Reasons for and effect of the "Great Migration."
- (3) Name some of the men whose work was important. Tell why.
- (4) Explain the government.
 - (a) Show in what ways it was democratic.
 - (b) What was a "General Court"?
- (5) The "Watertown Protest."
 - (a) Read extract in American History Survey, 10, from Winthrop's Journal.

"The pastor, elder, etc., assembled the people and delivered the opinion that it was not safe to pay moneys after that sort, for fear of bringing themselves and posterity into bondage."

Explain.
 - (b) What principles underlay it?
- (6) Describe a "town meeting."

Effect of this type of local government.
- (7) Religion.
 - (a) Account for "union of church and state."
 - (b) Were the Puritans tolerant? Give proof.
 - (c) How did religious conditions lead to other settlements being made?
- (8) Massachusetts Body of Liberties.
- (9) Give proof of the independent spirit of Massachusetts.

State facts or cite from "Sources."
- (10) Social, industrial, and educational life.

Compare with Virginia.
- (11) Conditions of growth.

Note the territorial extent of Massachusetts in 1660.

References.

"Sources."

Hart's Source Book, No. 17; American History Survey, 10-12, 16-19, 20.

Hart's Contemporaries, Chap. XVI.

American History Leaflets, No. 25 (Massachusetts Body of Liberties).

Old South Leaflets, Nos. 7, 48-50, 110.

Preston, 36; MacDonald, 23, 37, 72. (Massachusetts Body of Liberties.)

Channing, 73, 80-86; McLaughlin, 75-84; Epochs, I, 124-132.

Montgomery, 68-72; McMaster, 46, 47; Sheldon, 72, 81.

Fiske, 91-97; Gordy, 46-50; Eggleston, 39-41.

Fisher, 100-114; Fiske's New England, 88-140.

Andrews, I, 41, 42.

Eggleston's Beginners of a Nation, 188-213.

Winsor, III, 310; Weeden, 133-149; Bryant, I, 516-541.

Lodge, 343; Doyle, II, 83-112.

Hildreth, I, 176-189.

Maps.

Channing, 70, 80.

McLaughlin, 68, 93.

Montgomery, 42.

Epochs, No. 2.

Fisher, 30.

Supplementary reading.

Moore's Pilgrims and Puritans.

Hawthorne's Twice Told Tales.

Campbell's Pilgrims and Puritans in England, Holland, and America.

2. Rhode Island, 1636.

(1) Roger Williams.

(a) Of what importance in the history of his time were the principles asserted by Williams? of what in later history?

“Freedom of worship.”

“Separation of church and state.”

“Civil equality.”

“Invalidity of land titles under grants from the king.”

Explain each one.

(b) Do you blame Massachusetts for his banishment?

(2) Government. Explain fully.

Was it any more democratic than that of Massachusetts Bay?

(3) Settlements on Narragansett Bay.

Note in the fact of so many different settlements the tendency toward “freedom to carry out individual ideas.”

(4) Why did other colonies call Rhode Island “a hotbed of anarchy”?

(5) Did Rhode Island remain true to the principles of “religious liberty” and “civil equality”? Find proof for your answer.

References.

“Sources.”

Hart's Source Book, No. 20.

American History Survey, 21.

Hart's Contemporaries, Chap. XVII.

Old South Leaflets, No. 54.

Preston, 110.

MacDonald, 91.

Channing, 86-90 ; McLaughlin, 84-87.
 Epochs, I, 132-136, 146-149, 159-161.
 Montgomery, 72-74 ; McMaster, 49, 50 ; Sheldon, 72.
 Fiske, 97-100 ; Gordy, 52-56 ; Fisher, 114-120.
 Fiske's New England, 114-119.
 Eggleston's Beginners of a Nation, 266-306, 329-343.
 Bryant, I, 533-537, 553-556 ; Lodge, 385 ; Doyle, II,
 index.

Maps.

Montgomery, 42.
 McLaughlin, 86, 93.
 Epochs, No. 2.

f. Connecticut, 1633, 1635, 1638.

- (1) The Dutch in the Connecticut valley.
 Account for their conflict with the English.
- (2) How did the English obtain the valley?
 Extent of their charter.
- (3) Fundamental Orders, or the Connecticut Constitution, 1639.
 - (a) Study short extracts from American History Survey, or the entire document, Old South Leaflets, No. 8, or Hart's Contemporaries, No. 120, and find out who formed the Orders, in whom the government was vested, objects for which it was made, and how it carries out the principle of freedom.
 - (b) Can you verify these statements? — The Fundamental Orders of Connecticut form "the first truly political written constitution in history." "The birthplace of American democracy is Hartford."
 - (c) Compare with Mayflower Compact, pointing out similarities and differences.

- (4) Settlement of New Haven colony, 1638.
 - (a) Compare its history with that of Connecticut colony.
 - (b) The Blue Laws, 1672; Hart's Contemporaries, I, No. 144.
- (5) Effect of the overthrow of the Pequods.
- (6) Education and religion.

References.

"Sources."

Hart's Source Book, No. 19.

American History Survey, 12, 14, 22.

Hart's Contemporaries, Chap. XVIII.

Old South Leaflets, Nos. 8, 127.

Preston, 78.

MacDonald, 60, 67, 101.

Channing, 90-92; McLaughlin, 87-89; Epochs, 140-146.

Montgomery, 91-99; McMaster, 50, 51; Sheldon, 81, 82.

Fiske, 100-105; Gordy, 50-52; Fisher, 126-131.

Fiske's New England, 123-134.

Eggleston's Beginners of a Nation, 315-329.

Bryant, I, 549-552; Doyle, II, 149; Winsor, III, 330.

Lodge, 373.

g. New Hampshire and Maine.

- (1) "The causes leading to the settlements were commercial rather than religious or political." Verify.

- (2) Relations with Massachusetts.

Did Massachusetts deal fairly with these colonies?

References.

“ Sources.”

Hart's Source Book, No. 21.

Hart's Contemporaries, Chap. XIX.

MacDonald, 36, 50, 59, 65.

Channing, 85, 93; McLaughlin, 89-90.

Epochs, I, 36, 41, 150, 151, 173.

Montgomery, 47, 48; Fisher, 100, 124, 158, 224.

Indexes of other New England histories.

h. Union in New England.

(1) Why was union desired?

(2) What colony made the first movement?

(3) New England Confederation.

(a) Study “ Sources ” relating to the New England Confederation, 1643, and answer these questions:

(1') How was it formed?

(2') What colonies were in it? Why not others?

(3') What were the purposes of this union?

(4') Did the colonists have the right to form it?

(5') Were the terms of union just?

(6') Did England approve of it?

(7') What provisions of our present constitution can you find?

(8') Was it formed in a rebellious spirit?

(b) What may be learned from the fact that Massachusetts nullified (1653) an act of the confederation? See American History Survey, 12, and Hart's Contemporaries, No. 131.

(c) From a study of later history find out whether this confederation was beneficial. Why did it break up?

References.

“Sources.”

American History Survey, 29-32.

Hart's Contemporaries, Nos. 129-131.

American History Leaflets, No. 7.

Preston, 85 ; MacDonald, 94.

Channing, 92-95 ; McLaughlin, 91.

Epochs, I, 154-159, 161-164.

Montgomery, 75 ; McMaster, 51.

Fisher, 133-143 ; Andrews, 46, 47.

Doyle, II, 220-265 ; Fiske's New England, 153-198.

Frothingham, index.

4. New Netherland, 1623. (Named “New York,” 1664.)

a. Review Dutch discoveries and claims.

(1) Note how the Dutch made use of these new possessions.

(2) Read Hart's Source Book, No. 16.

b. Dutch West India Company.

(1) Object, and extent of its power.

(2) Its grant. Did this conflict with other grants?
Place on map.

(3) The Patroon System.

What do you think of this as a policy?

c. Compare government under the Dutch with that of English colonies. Was Dutch rule “arbitrary”?

d. Conquest of New Sweden.

Suggestion. — Study the founding of New Sweden, or Delaware, as given under topic 5, below.

e. Religion and education.

Compare with New England.

f. Have the Dutch influenced our national progress?

Give facts to prove.

References.

"Sources."

Hart's Source Book, Nos. 16, 82.

American History Survey, 13, 22.

Hart's Contemporaries, I, Nos. 150-154.

Old South Leaflets, No. 69.

MacDonald, 43.

Channing, 93-98 ; McLaughlin, 97-102.

Epochs, I, index ; Montgomery, 43-47.

McMaster, 36-39 ; Sheldon, 69, 70.

Fiske, 129-133 ; Gordy, 64-69 ; Eggleston, 45-47.

Fisher, 177-187 ; Andrews, I, 56-61.

Lodge, 285-295 ; Fiske's New England, 122, 123, 155.

Winsor, IV, 395.

Maps.

McLaughlin, 99, 101, 132.

Montgomery, 42.

Epochs, No. 2.

Supplementary reading.

Irving's Knickerbocker's History of New York.

Paulding's Dutchman's Fireside.

Abbott's Peter Stuyvesant.

5. New Sweden, Delaware, 1638.

a. Why founded?

b. Conflict with the Dutch. See above, topic *d*.

6. Colonists in their relation to the Indians.

a. Compare New England colonies and southern colonies in this respect.

b. Effect of Indian opposition.

c. How might the course of history have been changed if the Iroquois had been friends of the French?

d. Did colonists treat Indians fairly?

Prove your statement.

7. Compare the southern colonies, Virginia and Maryland, with the New England group of colonies in regard to political, social, industrial, religious, and intellectual conditions.
 - a. In which would you prefer to have lived? Why?
 - b. Where do you find the most political freedom?
 - c. Was England arbitrary in her control of the colonies?
 - d. Did England control the industries or trade of the colonies previous to 1650?
 - e. How would you account for the tendency in the South toward centralization in local government?
8. Write a summary of the ways in which the history of the colonies has been influenced by geographical conditions.
9. Show that the political conditions in the colonies were at variance with the English government in 1660.

III. Colonization from 1660 to 1760

Suggestions. — Continue to gather material under topics 1, 2, 3, of Division I, pages 16, 17.

Add material for topics given in *Suggestions* under Division II, page 17.

Review all suggestions given under the heading "Colonization."

Take note that this period is marked by a *renewal* of English colonization and a *development of the colonies in political independence*.

1. Colonial policy of Charles II.

As you study make a brief summary of its chief features.

2. New England from 1660 to 1700.

- a. What evidences do you find of the "independent spirit" of these colonists?

Note these as you study.

b. Puritans and Quakers.

- (1) How do you account for the Puritan's attitude?
- (2) Do you justify Massachusetts in her action regarding Quakers? Give reasons for your answer.

Read No. 30, Hart's Source Book.

- (3) Was persecution confined to the colonies?

c. Connecticut and Rhode Island Charters, 1662 and 1663.

- (1) What rights did colonists have under these?
- (2) Why was England more liberal than with Massachusetts?

d. Massachusetts and England from 1660 to 1685.

- (1) For what was Massachusetts contending in her Declaration of Rights, 1661?

The Massachusetts General Court drew up a Declaration of Rights which carries us forward a century. — CHANNING.

Explain.

- (2) Commission of 1664. Find out its purpose, what it did, and the effect of its work. What was the real issue between England and Massachusetts?
 - (3) Overthrow of the Charter, 1684. Find out the reasons for this. Did England fully understand the spirit of Massachusetts? Do you find the same opposition in England as in the colonies to the Stuart despotism?
 - (4) Give a summary of the struggle between the English government and Massachusetts.
- e.*
- King Philip's War, 1675.

Causes and effect of this war. Read, if possible, Chap. V in Fiske's Beginnings of New England.

f. Royal government in New England, 1685-1692.

(1) Explain the government under Andros. Compare it with former government.

(2) Was Andros a tyrant?

(3) Dominion of New England.

(a) What colonies were included?

(b) Compare with the New England Confederation.

(4) Effect of the English Revolution of 1688. Did it secure the "rights of Englishmen" to colonists?

Verify this :

"The Revolution of 1688 saved the liberties of England and America."

(5) Massachusetts Charter of 1691. Its character.

g. Trace the fortunes of New Hampshire, Maine, and Plymouth during this period.

References.

"Sources."

Hart's Source Book, No. 30.

American History Survey, 18.

Hart's Contemporaries, I, Nos. 115, 116, 122, 124-126, 132-136, 141-149.

Old South Leaflets, Nos. 21, 88.

Preston, 96, 110.

MacDonald, 116, 125, 205 (Charter of 1691).

Channing, 104-111, 122-128; McLaughlin, Chap. III.

Epochs, index; Montgomery, 60-99, 104-108.

McMaster, 55; Sheldon, index; Gordy, 60, 61, 68-70.

Eggleston, index; Winsor, III, 386-390.

Fisher, Chaps. VIII, XII-XIII.

Andrews, I, index; Fiske's New England, index.

Doyle, III, 220, etc.

Maps.

Epochs, No. 3.

Supplementary reading.

Hawthorne's Gray Champion in Twice Told Tales.

Lowell's Among my Books.

Longfellow's New England Tragedies.

Increase Mather's Miseries of New England.

3. Virginia from 1660 to 1700.

a. What was the effect of the Restoration?

What was the Restoration? See English histories.

b. What evidences do you find of "Stuart tyranny"?

c. Bacon's Rebellion, 1676.

(1) Study the history of Virginia from 1660 to 1676,
noting the chief grievances of the colonists.

(2) Verify this statement:

It was in part a protest against the arbitrary authority of the governor, in part a manifestation of discontent with the navigation laws and the existing industrial order, and in part a revolt against the power of the great planters, — many of whom were out of sympathy with popular government. —
McLAUGHLIN.

(3) Was Bacon a rebel?

(4) Sum up the results.

d. Compare this period of Virginia's history with that of Massachusetts. Which group of colonists showed the most political sagacity? Proof.

e. Effect of the English Revolution of 1688.

References.

"Sources."

Hart's Source Book, Nos, 34, 35.

American History Survey, 15.

Hart's Contemporaries, I, Nos. 70, 71 (Bacon's Rebellion), 88, 89.

Channing, 120-122 ; McLaughlin, 51-54 ; Epochs, I, 78-82, 86, 87.

Montgomery, 38-42 ; Sheldon, 86, 77 ; Fiske, 76-78.

Gordy, 35-37 ; Eggleston, 156-158 ; Fisher, 49-61, 277-283.

Winsor, III, V, index ; Andrews, I, 114.

Bryant, III, 59-80 ; Doyle, I, 230, etc.

Hildreth, I, II, index.

Higginson, Larger History, index.

Cooke's Virginia.

Fiske's Old Virginia and her Neighbors.

Maps.

Epochs, No. 3.

Supplementary reading.

Cooke's Stories of the Old Dominion (The Great Rebellion in Virginia).

Cooper's Wept of the Wish-ton-wish.

4. New Jersey, 1664.

a. Extent of the grant to Berkeley and Cartaret, 1664.

b. Note the political development.

c. The Quakers in New Jersey.

d. Does the history verify this statement?

There is a certain lack of unity and purpose in the colony ; it was not a great experiment in religion and politics like New England, nor had it the picturesque qualities of the southern colonies. — McLAUGHLIN.

5. The Carolinas (North Carolina, 1651 ; South Carolina, 1670).

a. Note the provisions of the charter (1664) regarding the extent of the grant, and religion.

- b. Account for the types of government.
- c. Why did the Grand Model fail?
- d. Account for the diversity in population.
- e. Effect of English Revolution of 1688.

References.

"Sources."

- Hart's Source Book, Nos. 23, 24.
- Hart's Contemporaries, I, Chap. XXV (New Jersey), Chap. XII (Carolinas).
- MacDonald, 120, 139, 141, 148, 149 (The Grand Model), 171, 174, 190.
- Channing, 112-114, 119, 120.
- McLaughlin, 61-66, 104-107; Epochs, I, index.
- Montgomery, 56-59, 110-115; McMaster, 54-57.
- Fiske, index; Gordy, 40, 71-74.
- Fisher, Chaps. VI, X; Eggleston, index.
- Fiske's Old Virginia and her Neighbors, II, Chap. XV (Carolinas).
- Lodge, 263-267 (New Jersey); Doyle, Chap. XII (The Southern Colonies); Bancroft, I, II, index.
- Winsor, V, Chap. V (Carolinas).
- Hildreth, II, index; Bryant, II, index.

Maps.

- Epochs, No. 3.
- McLaughlin, 62, 106.
- Montgomery, 56, 110; Channing, 80.
- MacCoun's Historical Geography.

Supplementary reading.

- Simms' The Yemassee (South Carolina in 1715).
- 6. New York from 1664 to 1700.
 - a. How did the English gain possession of New Netherland?

b. Compare English rule with Dutch rule.

c. Effect of the English Revolution of 1688.

Study Leisler's Rebellion. Was Leisler really a rebel?

d. Education.

References.

"Sources."

Hart's Source Book, No. 22.

Hart's Contemporaries, I, Nos. 155-157, 170-172.

MacDonald, 136.

Channing, 111, 112 ; McLaughlin, 102-104.

Epochs, I, 200-210 ; Montgomery, 48-53.

Fisher, Chap. IX ; Winsor, III, 386-390, 392-418.

Hinsdale's Old Northwest, 92-96.

Lodge, index ; Bancroft, I, index.

Maps.

McLaughlin, 101.

Epochs, No. 3.

Montgomery, 42-50.

7. Pennsylvania, 1682.

a. William Penn.

(1) Study charter to find out extent of his grant and kind of government.

(*a*) Did Penn have full powers of government?

(*b*) Compare with Maryland charter.

(*c*) Note boundary disputes.

(2) Was Penn's practice consistent with this statement from his "constitution"?

"Any government is free to the people under it where the laws rule the people, and the people are a party to these laws ; and more than this is tyranny, oligarchy, or confusion. . . . Liberty without obedience is confusion, and obedience without liberty is slavery."

(3) Treaty with the Indians.

(a) Was the freedom from Indian attack due to this?

(b) Read Fiske's *The Dutch and Quaker Colonies*, 164-166.

(4) Penn's Plan of Union, 1698. Study in connection with topic 13, the development of union, page 47.

b. Show that Pennsylvania stood for "liberty of conscience."

c. Relations with Delaware.

d. Education and social conditions.

References.

"Sources."

Hart's Source Book, No. 25.

American History Survey, 36.

Hart's Contemporaries, I, Nos. 161-163.

Preston, 130, 146 (Penn's Plan of Union).

MacDonald, 183, 192, 199, 217.

Channing, 114-119; McLaughlin, 107-115.

Epochs, I, 215-217; Montgomery, 117-122.

Gordy, 71-74; Eggleston, index.

Fisher, 199-206; Lodge, 205-226.

Hinsdale's *Old Northwest*, 98-104, 110-114.

Winsor, III, Chap. VII.

Bancroft, I, 528-573, II, 62-75.

Bryant, II, 165-178, 481-498.

Maps.

Channing, 116.

Epochs, No. 3.

8. England's colonial system.

Study to prove this statement:

"A colony was treated as a dependency of the mother country—a source of revenue."

- a. Did England control the industries or trade of the colonies previous to 1650?
- b. Navigation Acts, 1645-1696.
American History Leaflets, No. 19.
 - (1) Make a list of acts, giving time of each.
 - (2) Study each to find England's purpose, and what restrictions were thereby placed upon colonial trade.
 - (a) Were colonial ships excluded from carrying?
 - (b) What industries were encouraged?
 - (3) Note their effect upon Americans.
 - (4) Give proof of the evasion of these laws.
- c. Sugar Act, 1733. Terms and effect (MacDonald, 248).
Why did England wish to stop trade with all but British West Indies?
- d. Restrictions on manufactures.
 - (1) What ones were restricted? Why?
The American History Survey, 221, 222, gives extracts from laws of England.
 - (2) Could any benefit come to colonies?
- e. "Lords of Trade" and "Courts of Admiralty."
Purpose and effect of each. See Hart's Source Book, No. 48.

*References.**"Sources."*

- Hart's Source Book, Nos. 33, 48.
 American History Survey, 49, 50.
 Hart's Contemporaries, II, Nos. 45, 46.
 American History Leaflets, No. 19.
 MacDonald, 106, 110, 119, 133, 168, 212, 248, 272.
 Channing, 104, 154, 155; McLaughlin, 172.
 Epochs, I, 104-106. See also index.
 Montgomery, 37, 85; McMaster, 107, 108, 112.

Sheldon, 131, 132 ; Gordy, 35, 59, 131.

Eggleston, 153 ; Fisher, index.

Winsor, VI, 5-10.

Weeden's Economic History of New England, index.

Higginson, 217, 218 ; Bancroft, I.

Doyle, III, 323-325.

Seeley's Expansion of England.

9. Colonial life of 17th century.

Gather under the following headings appropriate material : Education, Literature, Industries, Travels, Religion, Social Life.

10. Georgia, 1732.

a. Give reasons for its settlement. What connection between this settlement and the establishment of English claims?

b. In what respects did Georgia differ from other colonies in the South? Why was this?

c. Find reasons for its slow growth.

d. Government. Why did Georgia play no great part in the struggle for civil and political liberty?

References.

"Sources."

Hart's Source Book, No. 27.

Hart's Contemporaries, II, Chap. VI.

Preston's Documents, 148.

MacDonald's Documents, 235.

Channing, 128, 129 ; McLaughlin, 125-128.

Epochs, I, 258-263 ; Montgomery, 122-128.

McMaster, 57, 58 ; Gordy, 40 ; Fiske, 150-152.

Eggleston, 62-65 ; Fisher, Chap. XX.

Bancroft, II, 280-299.

Bryant, III, 140-169 ; Lodge, 186-196.

Fiske's Old Virginia and her Neighbors, index.

11. Colonies in the 18th century.

Suggestion.—Topic 12 below may be studied in connection with this, as the rivalry of France and England for colonial empire forms a background to the main events in the colonies.

- a. Show that there was a growth in the power of the legislative assemblies.
- b. Royal governors. Note their character. In the quarrels with these governors what important principle was at stake?
- c. What was the colonial theory of representation?
- d. The "Zenger Case" in New York. What does this indicate in regard to the spirit of the people?
- e. What types of colonial government do you find in 1760?

Describe each. (Changes from the original type in each colony may be traced.)

- f. What forms of local government do you find?
 - (1) Account for the "town" system in New England, the "county" system in the South, and the "mixed" system in the middle colonies.
 - (2) What influence did these systems have in the local organization of later states?
 - (3) Read from "Sources" the extracts describing a "town meeting." Hart's Source Book, No. 52; Hart's Contemporaries, II, Nos. 78, 79.
- g. Religious life.
 - (1) How would you account for the intolerant spirit so often shown?
 - (2) Do you find evidence of any more tolerant spirit by 1760?
 - (3) What were the prevailing sects? Status of each.

- (4) Compare northern and southern colonies in this respect.
- (5) Trace the preparation for the religious provisions in our present constitution.

h. Education.

- (1) Make a list of all colleges founded previous to 1760. What was the chief object?
- (2) Common education in various groups of colonies. Compare New England and the South.
- (3) Read No. 47 in Hart's Source Book, and tell what you can of colonial schools. Read also Nos, 89, 137, 146, 171, in Vol. I of Hart's Contemporaries.

i. Social and industrial life.

Suggestion. — Give especial attention to the effect of physical environment upon social and industrial conditions. Also note how diversity in life affected future development.

- (1) Slavery from 1619 to 1775.

(*a*) Who was responsible for its introduction? who for its continuance? See American History Survey, 130-132.

(*b*) Note the extent of the system.

(*c*) Did all colonies have slaves?

(*d*) Account for the southern colonies being founded on slavery.

(*e*) What was the effect of slavery upon social, industrial, and political life?

(*f*) Status of the negro in colonies.

Study laws regarding slaves. Short extracts may be found in American History Survey, 126-129.

(*g*) Where and when was the first opposition?

(*h*) Was opposition confined to northern colonies?

(*i*) Write an essay on slavery in the colonies.

- (2) Account for the absence of "towns" in the South, and for the "town life" in New England.
- (3) Industries.
How distributed? Effect of slavery upon the South.
- (4) Democracy and Aristocracy.
 - (a) Which colony or group of colonies was most democratic in social life?
 - (b) Distinguish between the different types of aristocracy.
- (5) White servitude. Account for this. Effect of.
- j. Bring in extracts from "Sources" or histories giving glimpses of life in the colonies.
- k. Colonial literature.

References.

"Sources."

Hart's Source Book, Nos. 41-52.

American History Survey, 13-22.

Hart's Contemporaries, II, Chaps. I-XVI.

Channing, 126-147; McLaughlin, 116-125, 150-168.

Epochs, I, 264-284; Montgomery, 143-162.

Gordy, Chap. XI; Fisher's Colonial Era, index; Bryant, III; Hildreth, II.

Lodge's English Colonies; Doyle's English Colonies, I, II, III.

Weeden, index; Bruce, index; Century Magazine, Vols. XXVII, XXIX, XXX, indexes.

Fiske's Old Virginia and her Neighbors, Beginnings of New England, and The Dutch and Quaker Colonies.

Sloane's French War and the Revolution, Chaps. I, II.

Scudder's Men and Manners in America One Hundred Years Ago.

12. Struggle between France and England for "colonial empire," 17th and 18th centuries.

Suggestions.— Review the progress of French discovery and settlement, noting what part of North America they occupied. Compare with English discovery and settlement.

Note especially the effect of geography upon the historical development of both France and England in America.

Show on map the European claims and possessions in North America before the struggle. Trace all changes.

Place in notebook the topic, Important Treaties. Note date of each, nations interested, why important, and effect in future history.

Take notice of topic 13 below.

a. Struggle for Acadia and Canada.

(1) Reasons for this contest.

(2) Study briefly the following wars: King William's (1689-1697); Queen Anne's (1702-1713); King George's (1744-1748), finding out results, geographical and political, and of what importance in history.

(3) Place in notebook the important treaties as suggested.

b. Struggle for the Mississippi valley and Canada.

(1) Reasons for this contest.

(2) What facts prove that the struggle was inevitable?

(3) Compare the strength of the combatants.

Which was the most likely to succeed?

(4) Study campaigns, noting the part played by colonists, by Indians, reasons for early English defeat, for the later success of the English, and for final French defeat.

(5) Do you justify the removal of the Acadians?

Compare views of Longfellow and Parkman regarding Acadians.

- (6) Treaty of Paris, 1763. Its terms.
 - (a) How did it settle the fates of three continents?
 - (b) Make a map to show territorial changes.
- (7) General results of the French and Indian War.
Sum these up under the headings, Political, Geographical, Social, Industrial, and Religious.
- (8) Make a list of the men most influential in determining the course of this war.
Tell why influential in each case.
- (9) How did this war help to bring on the Revolution?
- (10) Proclamation of 1763 (MacDonald, 267).

References.

"Sources."

Hart's Source Book, Chap. VI.

American History Leaflets, No. 5.

Hart's Contemporaries, II, Chaps. XIX, XX.

MacDonald, 222, 229, 251, 261 (Treaties).

Channing, 131-138; McLaughlin, 129-150.

Epochs, index; Montgomery, 134-143.

Hart's Formation of the Union, Chap. II.

McMaster, Chap. VIII; Sheldon, 101-113.

Fiske, 168-176; Gordy, Chap. X.

Eggleston, 128-147; Winsor, V, Chap. VIII.

Sloane's French War and Revolution, Chaps. III-IX.

Fiske's American Revolution, I, 7-10.

Bourinot's Story of Canada, Chaps. XII, XIII, XVIII.

Hinsdale's Old Northwest, Chaps. III-V.

Griffis' Sir William Johnson and the Six Nations.

Parkman's Works.

Maps.

Montgomery, 130.

McLaughlin, 132, 134, 137, 141, 146.

Channing, 137 (Proclamation Line of 1763), 191.

McMaster, 63, 74, 90, 111.

MacCoun's Historical Geography.

Epochs, Nos. 23, 24.

Supplementary reading.

Longfellow's Evangeline.

Cooper's Last of the Mohicans.

Cooper's Leatherstocking Tales.

Thackeray's Virginians.

Gilbert's The Seats of the Mighty.

13. Union among the colonies, 1684-1760.

Suggestion. — The best material for this study will be found in American History Leaflets, No. 14.

- a.* Name the times when there was a union more or less perfect.
- b.* Do you see any connection between the desire for union and the struggle with France?
- c.* What connection between union and strength?
- d.* Give all the reasons why union was desired (1) by England, (2) by colonies.
- e.* Which plan previous to that of 1754 was most desirable? Why?
- f.* The Albany Congress, 1754.
 - (1) By whom authorized?
 - (2) Give all the purposes of this congress.

Is there any connection between this congress and the French and Indian War?
 - (3) Compare Franklin's plan for a union with that of the New England Confederation, 1643.
 - (*a*) Write out points of likeness and of difference.
 - (*b*) Which is the better?
 - (4) Why was the plan for union rejected by England? by colonies?

(5) Results.

(a) Write a summary.

(b) What were Franklin's views of the results of rejection?

(6) Write an essay upon the growth of union in the colonies previous to 1760, using the results of your study from the "Sources" as material.

*References.**"Sources."*

American History Studies; or American History Survey, 32-42.

American History Leaflets, No. 14.

Hart's Contemporaries, II, No. 125.

Preston's Documents, 170.

MacDonald's Documents, 253.

Channing, 138, 139; McLaughlin, 103, 104, 139.

Epochs, I, II, index; Montgomery, 138.

Sheldon, 119, 137, 144, 147, 151.

Frothingham's Rise of the Republic.

SUMMARY AND REVIEW

I. Political Life

1. Trace the governmental relation of each colony to England.
2. Trace the progress of self-government in the colonies.
What colonies had representative assemblies?
3. Union among the colonies. Discuss fully.
4. Institutions adopted (1) from England, (2) from other places; (3) institutions originating in colonies.

II. Religious Life

1. Note how religion affected conditions of settlement.
2. Show reasons for the intolerant spirit.

3. Sects represented by 1760, giving position of Catholics, the Episcopal church, etc.
4. Note the preparation for present provisions in our constitution.

III. Industrial Life

1. Show how geography affected distribution of industries.
2. Name and locate industries.
3. Study to see how slavery affected industrial development.
4. Effect of England's restrictions.

IV. Social Life

1. Show in what ways it was democratic.
2. What classes of society do you find? What different types of aristocracy?
3. Social customs (1) in New England, (2) in middle colonies, (3) in the South.
4. Professions, — law, medicine, ministry, etc. Their standing.
5. Effect of towns and of plantation life.

V. Intellectual Life

1. Colonial ideals. Account for the New Englander's devotion to learning.
2. Trace the progress of education in the college and the common school.
3. Compare New England with the South, and each with the middle colonies.

VI. Theories as to the Nature of a Colony

1. What is a colony according to England's idea in 17th and 18th centuries?
2. What is the present view (1) of England? (2) of the United States?

Suggestion. — *The following outline guide for study may be used instead of the one just completed, by classes more advanced, or by those not having time for the study of details. If used, note all suggestions given as to notebook work, map, etc. The "general topics" should be worked out as suggested above under former outline, pages 16-17.*

COLONIZATION FROM 1600 to 1660

Suggestion. — Study colonies founded previous to 1660, viz., Virginia, Plymouth, Massachusetts Bay, New Netherland, New Hampshire, Connecticut, Rhode Island, Maryland, Delaware, and New Haven. Work out the following :

I. Governmental Relation of each to Mother Country

1. Note how this was affected by conditions of settlement.
2. Explain government by charter, by company, by proprietor, by royal governor. Under which did the people have the most freedom?
3. Explain fully the government of Connecticut, Rhode Island, and Plymouth. Study the Mayflower Compact and the Fundamental Orders of Connecticut, comparing the two. Compare each of these governments with the Massachusetts Bay government. What is a pure democracy?
4. Account fully for the change of government in Virginia, 1624.
5. Compare the government in New Netherland with that in English colonies.
6. How did the Puritan movement in England affect the political situation in the colonies?
7. Was England arbitrary in her government of the colonies? Give facts to prove your answer.

II. Self-Government

1. Cite from study of "Sources" such points as prove the democratic spirit of the colonists. Cite from histories other proof.
2. Which colony or group of colonies had the most political freedom? Give facts to prove your answer.
3. What principles underlay the "Watertown Protest"?
4. Representative assemblies.
Trace the beginning of representative assemblies in various colonies. What powers did they have?
5. Town meetings.
 - a. Where found?
 - b. Describe.
 - c. Their political value.
 - d. Read the account of the proceedings of a "town meeting," Hart's Source Book, 132.
6. Did the Virginians show any marked political ability? Give reasons for your answer.
7. Compare native Englishmen and colonists in the matter of freedom.
8. Study the Massachusetts Body of Liberties, 1641. American History Leaflets, No. 25.
 - a. Why important?
 - b. Compare with Fundamental Orders of Connecticut.
9. What were the units of local government? Explain why.
10. Summary. Compare the different groups of colonies in regard to self-government.

III. Development of Union among the Colonies

Refer to topic *h* under topic 3, "New England from 1620 to 1660," for outline. See page 29.

IV. Religious Conditions

1. The Puritans. Did their theory and practice coincide?
2. How would you account for the intolerant spirit so often shown?
3. Church and state.
 - a. How would you account for the connection of the two?
 - b. When did the present idea of the separation of church and state originate?

V. Industrial Conditions

1. Slavery and white servitude as systems of labor.
Compare with free labor as to effect.
2. Communism. What colonies were founded on this system? Was it successful?
3. Did England place any restrictions upon colonial industries before 1660? In what ways did England encourage industries?

VI. Social Life

1. In what groups of colonies was society most democratic? Why?
2. Classes of society. What was the basis of distinction?

VII. Intellectual Life

1. What college was founded previous to 1660?
2. Extent and character of the public schools.
3. "Colonists were, in the main, men of education."
Verify this from your reading.
4. Colonial writers.
Make a list of writers and their chief works.

References

"Sources."

Hart's Source Book, Nos. 13-21, 28, 29, 32, 34.

American History Survey, Chaps. I, II, 29-32.

Hart's Contemporaries, I.

Preston's Documents, 1-85.

MacDonald's Documents, 1-120.

Channing, Chap. II; McLaughlin, Chaps. II-IV.

Montgomery, Chap. III; Epochs, I.

McMaster, Chaps. III, IV; Sheldon, 57-82.

Fiske, Chap. II; Gordy, Chaps. IV, V; Andrews, I.

Lodge's English Colonies.

Doyle's The English in America.

Fiske's Old Virginia and her Neighbors, The Beginnings of New England, The Dutch and Quaker Colonies.

Bancroft, I; Bryant and Gay, I; Hildreth, I.

Griffis' The Romance of Colonization.

Eggleston's Beginners of a Nation.

Winsor's Narrative and Critical History.

Campbell's Pilgrims and Puritans.

Bruce's Economic History of Virginia.

Weeden's Economic History of New England.

NOTE. — For maps, supplementary reading, and other references, see former lists under separate colonies.

COLONIZATION FROM 1660 TO 1760

Suggestions. — Continue study of colonies founded before 1660, *viz.*, Virginia, etc. Study colonies founded after 1660, *viz.*, New Jersey, the Carolinas, Pennsylvania, and Georgia.

Work out the following topics:

I. Governmental Relation to England

1. Why does the proprietary type of government appear so often in the colonies now founded?
2. Show that the political conditions of the colonies in 1660 were at variance with the English government.
3. Account for the struggle between the English government and Massachusetts.
4. Connecticut and Rhode Island Charters.
Why was England more liberal with these colonies than with Massachusetts?
5. Explain government under Andros. Was he a tyrant? Compare the Dominion of New England with the New England Confederation.
6. Did the Revolution of 1688 secure the "rights of Englishmen" to the colonists?
7. Compare government by charter, by proprietor, and by royal governor. Name colonies under each in 1760. Explain the government of Massachusetts after 1691.
8. Of what importance were the Lords of Trade in colonial government?

II. Self-Government

1. Find proof of the growth of the democratic spirit.
2. Show that there was a growth in the power of the representative legislative bodies.
3. In the quarrels with the royal governors what principle was at stake?

4. What was the colonial theory of representation?
5. Self-taxation. Show that this principle the colonists would not yield.
6. Was England arbitrary in her government of the colonies?
7. Make a list of rights possessed by colonists in 1760.

III. Union among the Colonies, 1684-1760

Study from topic 13 in former outline given on page 47.

IV. England's Colonial System

Study from topic 8 in former outline on page 39.

V. Religious, Educational, Social, and Industrial Conditions

Study from topics *g*, *h*, *i*, *j*, under topic 11, given in former study of this period, page 42.

VI. Summary and Review

See topics on pages 48, 49.

VII. Struggle between France and England for Colonial Empire, 17th and 18th Centuries

Study topic 12, on page 45.

NOTE.—References for topics III-VII will be found in connection with topics on former pages.

References for topics I, II.

“Sources.”

Hart's Source Book, Chaps. II, IV, V.

Hart's Contemporaries, I-II.

American History Leaflets, No. 14.

Preston's Documents, 96-170.

MacDonald's Documents, 120-253.

Channing, Chap. III; McLaughlin, Chaps. II-VI.

Epochs, I, 50-61, 76-81, 196, 220; II, 2-41.

Montgomery, Chaps. II-V ; Fiske, Chaps. II, III.

Gordy, Chaps. IV-VI.

Lodge's English Colonies in America.

Doyle's English Colonies.

Winsor's Narrative and Critical History.

Bancroft's, Hildreth's, and Bryant's histories.

Hinsdale's Old Northwest.

NOTE. — For maps, supplementary reading, and other references, see former lists under separate colonies.

Suggestions to Teachers. — A general review of all the colonies from the time of their founding might now be made. The recitations may be made as "fluents" or as answers to sharp, searching questions.

Notebooks should be reviewed carefully. Discussions from the material collected may be carried on with good results.

Special topics for individual investigation may be assigned, if time will permit.

Aim in your teaching to secure accuracy in statement of facts, to train the judgment as well as the memory, to quicken and discipline the imagination, to cultivate the power of expression, and to ennoble the character of your pupils.

PERIOD OF INTERCOLONIAL UNION AGAINST ENGLAND, 1760-1775

In my opinion, this kingdom has no right to lay a tax on the colonies. America is obstinate! America is almost in open rebellion! Sir, I rejoice that America has resisted. Three millions of people so dead to all the feelings of liberty as voluntarily to be slaves would have been fit instruments to make slaves of the rest. — WILLIAM PITT.

Suggestions. — Take notice as you study that the basis of union in this period is that of the "rights of Englishmen."

Place the following topics in your notebooks, and gather material appropriate to each as you study.

Laws of England which were Objectionable to the Colonists. (State time and purpose of each.)

Methods of Colonial Resistance.

Principles that the Colonists asserted in the Constitutional Struggle.

Steps in the Development of Union. (State briefly in connection with each the character and purpose.)

The Formation of Revolutionary Organization. (Trace the beginning and progress of such organization.)

Men Prominent in the Period from 1760 to 1775. (State briefly why in each case.)

1. What preparation had been made in the period of colonization for this period? (Develop this topic both from the standpoint of England and that of the colonies.) Was not revolution a gradual process?
2. England's colonial policy, 1760-1774.

Suggestions. — Study the following :

The condition of the British empire. "Her tasks were world wide." Explain why.

Representation in England. Compare with American theory of representation.

George III and his ministers. How far responsible for the situation?

a. Enforcement of Laws of Trade.

(1) Why was this necessary?

(2) Why did colonists desire to trade with Dutch and Spanish West Indies?

(3) Was it not right for England to enforce her laws?

b. Taxation of the colonies.

(1) Study to find out why colonists objected.

Cite extracts from contemporary speeches or writings to prove your answer.

- (2) Study to find out the reasons for England's position on the question of taxation.
- (3) Did any one in England take the colonial view of the matter? Cite extracts to prove.
- c. Establishment of British troops in America.
 - (1) Effect of territorial expansion as a result of French wars.
 - (2) Effect of Pontiac's conspiracy, 1763.
 - (3) Study to find out why and when troops were first sent to colonies. Study "Quartering Act," MacDonald, 306.
 - (4) Did the later action of England coincide with her original purpose?

Suggestion. — The three topics *a*, *b*, *c*, outline the policy. The subtopics may be developed as the study of the period progresses.

3. Acts and events through which England's colonial policy and the colonial opposition are shown.

- a. Writs of Assistance, 1761.
 - (1) What are "general warrants"?
 - (2) Are they allowed now under our constitution?
 - (3) Arguments of James Otis. State his views.
 - (4) Explain what John Adams meant in saying, "Then and there the child of Independence was born."
 - (5) Object of these.
- b. The Parson's Cause, 1763.
 - (1) What was the real issue? Note Patrick Henry's speech.
 - (2) Explain this statement:

In these two cases (Writs of Assistance and Parson's Cause) Otis and Henry, between them, had cast a serious shadow on the authority of Parliament and on the prerogatives of the King. — McLAUGHLIN.

c. The Stamp Act, 1765.

(1) What feature of the colonial policy does this explain?

(2) Was it legal?

(3) "No taxation without representation." Explain "representation" from the American standpoint; from the British standpoint.

See Mansfield's speech in the British Parliament, American History Survey, 62.

(4) Stamp Act Congress.

(a) Time, place, colonies represented.

(b) Study its Declaration of Rights, and note the principles asserted by the colonists.

(1') Cite extracts to show that colonists regarded themselves as British subjects.

(2') Did colonists desire representation in Parliament?

(3') Did they object to anything besides "taxation without representation"?

(5) Henry's Resolutions, 1765.

(6) Sum up the results of this act.

d. Repeal of the Stamp Act, 1766.

(1) Effect of non-importation.

(2) Influence of Benjamin Franklin.

(a) Study his speech in the House of Commons.

(b) State fully his views on taxation.

(3) Influence of William Pitt.

e. Declaratory Act, 1766.

What principle does this assert?

f. Townshend Acts, 1767.

(1) State these. What principle of government does each violate?

(2) Colonial protests.

(a) Massachusetts circular letter.

What did it contain? Why important?

Its effect. See MacDonald, 330.

(b) The Letters of a Pennsylvania Farmer.

(1') Note the principles asserted.

(2') Are they convincing?

(c) Sloop Liberty affair.

Note the "town assembly." Why important?

(d) Virginia Resolves, 1769.

Study these resolutions, noting principles asserted and effect. How can you account for the statement :

"All trials for treason, . . . ought of right to be had, and conducted in and before his Majesty's courts, held within his said colony, . . ."

(e) Non-importation agreements, 1769.

Character and purpose of these. Effect.

(3) When and how modified?

g. Boston Massacre, 1770.

(1) When and why were troops sent to Boston?

(2) Why did colonists object to the troops?

(3) Was this really a massacre?

(4) Why important?

(5) Note the accounts given on handbills or in newspapers of the time.

h. Committees of correspondence.

(1) Origin of town committees.

(2) Origin of colonial committees.

(3) Find out what colonies had them.

(4) Explain Channing's statement :

"The machinery for Revolutionary organization had been discovered."

(5) Their effect upon union.

i. The "King's Cheap Tea Plan."

(1) Purpose.

"The King meant to try the question with America."

Explain.

(2) How was it received?

(a) Account for the Boston Tea Party.

(b) Read from Hart's Source Book, No. 53, or Contemporaries, II, No. 152.

(c) Was opposition confined to Boston?

(3) Find, if possible, how English historians treat this affair.

j. Repressive Acts, or the Five Intolerable Acts, 1774.

(1) Did any of these violate the principles of the English constitution?

(2) What danger was there for the colonies?

(3) Object of the Quebec Act.

(4) Sum up the results of these acts.

(5) Were there really five of these?

k. The First Continental Congress, 1774.

(1) Time, place, colonies represented.

(2) What men prominent before sat in this congress?

(3) Declaration of Rights.

(a) Read it and note the principles it asserts.

(b) Do you find any new position taken?

(c) Do the colonists completely deny the supremacy of Parliament?

(d) Compare with Stamp Act Congress Declaration.

(4) The American Association.

Compare with former non-importation agreements. Extracts may be found in American History Survey, 84.

- (5) Read, if possible, the account given by John Adams, found in Hart's Contemporaries, II, or in Works of John Adams.
- (6) Did it have a legal status?
Did any of the organizations among the colonists?
- (7) Sum up the results.
- l. England's coercive measures, 1774, 1775.
Did not England go too far? See Hart's Source Book, No. 54.
- m. Lexington and Concord, April 19, 1775.
 - (1) Object of the English.
 - (2) Of what importance are these skirmishes?
 - (3) Read the extract from Hart's Source Book, No. 57, and Hart's Contemporaries, No. 199.
 - (4) Read Emerson's Concord Hymn.
- n. Capture of Crown Point and Ticonderoga.
 - (1) Object.
 - (2) Results.
- o. Continental Congress, 1775.
 - (1) Give its work in full.
 - (2) Did it assume any powers previously denied to the British Parliament?
 - (3) Was independence thought of?
- p. Bunker Hill, June 17, 1775.
 - (1) Was this battle important? Prove your answer.
 - (2) Compare the British and American reports.
Account for the difference.
- q. What had been accomplished by the close of the year 1775?

TOPICS AND GENERAL QUESTIONS, 1760-1775

Suggestion. — This outline may be used instead of topic 3 and its subtopics, *a-q*, above. The notebook work should be followed out as suggested; also topics 1 and 2, page 57.

1. Causes of the Revolution.

Write a full summary.

2. What was the fundamental cause of the separation of the colonies from England?

3. Did the colonists distinguish between external and internal taxation previous to 1768? after 1768?

Prove from study of contemporary speeches and declarations.

4. Compare American and British views on taxation.

5. Non-importation as a means of resistance.

6. How far responsible for the Revolution were men in the English Parliament?

Why was Pitt called the "Friend of America"?

7. Compare congresses from 1765 to 1775.

8. Was the Revolution justifiable? Your reasons.

9. Did England understand America?

References.

"Sources."

Hart's Source Book, Nos. 53-55.

American History Survey, Chap. III.

Hart's Contemporaries, II, Chaps. XXIII, XXIV.

American History Leaflets, Nos. 14, 21.

Old South Leaflets, No. 68.

Preston's Documents, 188-206.

MacDonald's Documents, 258-367.

Kendall's Source Book of English History, Nos.

105, 106 (Purchasing a seat in Parliament; Position of a Representative).

- Channing, 153-197; McLaughlin, 169-192.
 Epochs, II, 42-77; Montgomery, 163-183.
 Sheldon, 131-158; Gordy, 130-153; McMaster, 110-130.
 Sloane's French War and Revolution, Chaps. IX-XVI.
 Fiske's American Revolution, I, Chaps. I-III.
 Andrews, I, index; Eggleston, Chaps. XXV, XXVI.
 Frothingham's Rise of the Republic, Chap. V-VIII.
 Lodge's Colonies in America, index.
 Hildreth, II, index.
 Bryant, III, index.
 Doyle's Colonies, index.
 Winsor, VI, 1-34.
 Trevelyan's American Revolution, Chaps. II-VI. (This
 is written from the British standpoint.)
 Green's History of the English People, IV.
 Lecky's England in the 18th Century, III, Chap. XII.
 Adam Smith's Wealth of Nations, Chap. VII.
 Seeley's Expansion of England, Lecture VIII.
 Channing's The United States of America, 1765-1865,
 Chap. II.
 Biography: Biographies of Patrick Henry, John Adams,
 Samuel Adams, Benjamin Franklin, James Otis, etc., in
 American Statesmen Series; Franklin's Autobiography.

Maps.

- Montgomery, 175, 183, 189, 191, 193, 201, 207, 209.
 Hart's Epochs, No. 2.
 McLaughlin, 192, 193, 198, 202, 209, 219.
 Channing, 191, 228, 229.

Supplementary reading.

- Longfellow's Paul Revere's Ride.
 Holmes' Grandmother's Story of Battle of Bunker Hill.
 S. Weir Mitchell's Hugh Wynne.
 Churchill's Richard Carvel.
 Emerson's Concord Hymn.

PERIOD OF THE REVOLUTION, OR OF UNION AND INDEPENDENCE, 1775-1783

O ye that love mankind ; ye that dare oppose, not only the tyranny, but the tyrant, stand forth ; every spot of the old world is overrun with oppression. Freedom hath been hunted around the globe. Asia and Africa have long expelled her. Europe regards her like a stranger, and England hath given her warning to depart. O ! receive the fugitive ! and prepare in time an asylum for mankind. — THOMAS PAINE'S *Common Sense*.

Suggestions. — Take notice as you study that the basis of union is that of the “rights of man.”

Attention should be given to the geographical situation.

In the study of the war, attention should be given to the plan of campaigns rather than to single battles ; to the comparative strength of the combatants ; to the theater of the war, with reasons for, and advantages or disadvantages.

Campaigns should be traced upon an outline map, and the location of important battles shown. When the study of the period is completed, a map should be made to show changes in territorial possessions and the boundaries of the United States.

Explain these terms : revolution, rebellion, rights of man.

1. Review the events of 1775.
2. Growth of independence, 1775-1776.
 - a. Trace the causes. Write a summary of the same.
 - b. Select from contemporary speeches or writings extracts which show that the spirit of independence was present.
 - c. Read the Declaration of Independence.
 - (1) Judged by it, who caused the war ?
 - (2) Note the manner of its formation.
Read Hart's Source Book, No. 58.
 - (3) What principles of government are stated ?

- (4) Was it a legal document?
- (5) How many of the grievances can you prove by facts?
- (6) Did the colonists think of one nation or thirteen?
- (7) The signers.

Which of these became prominent in later history? (Notice as you study.)

d. Note the effect of independence upon the formation of state governments and a national government.

e. Note the effect upon the foreign relations of the states.

References.

"Sources."

Hart's Source Book, No. 58.

American History Survey, 198.

Hart's Contemporaries, Nos. 186-188.

Old South Leaflets, No. 11.

Preston's Documents, No. 210.

MacDonald's Documents, I, 367-391, II, 1.

Channing, 197-206; McLaughlin, 194-196.

Epochs, II, 74-82; Montgomery, 184-186.

McMaster, 131-135; Sheldon, 158-162.

Gordy, 153-155; Eggleston, 171-173.

Andrews, I, 171-180.

Frothingham's Rise of the Republic, index.

Fiske's American Revolution, Chap. IV.

Sloane's French War and Revolution, 207-215, 224-237.

Bryant, III. See index.

Winsor, VI, 268; VII, 18-24.

Higginson, 265-268.

Hildreth, III, 124-139.

Lecky's England, Chap. XIV.

Trevelyan's American Revolution.

Channing's The United States of America, 1765-1865,
Chap. III.

Supplementary reading.

Holmes' Independence Bell.

3. Campaign of 1776.

a. Of what strategic importance is the Hudson River?

b. Trace Washington in this campaign.

Suppose he had been captured in his retreat through New Jersey.

c. Results.

4. Campaign of 1777.

a. Outline the British plan.

b. Burgoyne's invasion.

(1) Trace the route.

(2) Sum up the reasons for its failure.

(3) Why is the battle of Saratoga decisive?

(4) The Saratoga Convention.

(a) Note the terms.

(b) Was it fairly executed?

(5) Effect.

c. Howe's expedition to Philadelphia.

(1) Object.

(2) Trace his route. Why chosen?

(3) Effect of this expedition upon the British success.

(4) Results. State in full.

d. Sum up the results of the year's campaign.

5. Conway Cabal.

Of what importance is this event?

6. Foreign relations, 1775-1783.

a. Foreign Committees of Correspondence.

- (1) Who made up the first committee?
- (2) When appointed?
- (3) What was their work?
- (4) With what nations do they negotiate? Trace results.

b. French Alliance, 1778.

- (1) Effect of the American war upon France.
- (2) Treaties.
 - (*a*) What guarantees did each nation make?
 - (*b*) Did we always keep these treaties?
(Extracts from treaties may be found in American History Survey, 198.)
- (3) Effect.
 - (*a*) Note especially the English proposals for peace.
 - (*b*) Was French aid really valuable?
 - (*c*) Note the military results.

c. What effect did the war have on our relations with England?

7. Treason.

a. Charles Lee, 1778. Was he really a traitor?*b.* Benedict Arnold, 1779.

- (1) Study Arnold's past history.
Refer to *Cosmopolitan*, April, 1900.
- (2) Did he have a real grievance?
- (3) What do you think of André's capture and execution?
Do you agree with Channing? Channing's History, 215.

8. Campaigns of 1778.

Object and results.

9. The War in the South, 1776-1781.

- a.* Note what was done by the British up to 1780.
Why did the South not resist more strongly?

- b.* Greene's campaign.
 - (1) Object and results.
 - (2) Compare Greene and Gates as to generalship.
- c.* Work of Marion, Sumter, Lee, and Pickens.
- d.* Siege of Yorktown, 1781.
 - (1) What part did the French play?
 - (2) Why does this battle end the war?
 - (3) Effect upon Europe.
- 10. General topics. See *References*, below.
 - a.* Naval Warfare.
 - b.* Congress and the Army.
 - c.* Finances of the Revolution.
 - d.* The Loyalists.
 - e.* Foreigners in the American Army.
 - f.* The American Army.
 - g.* Character of Washington.
 - h.* Literature of the Revolution.

See American Literatures.

References for general topics.

- a.* Sloane, 371-373.
 Maclay's History of the United States Navy, I,
 Part I.
 Lossing's Story of our Navy, Chaps. I-VI.
 Griffis' The Romance of Conquest, Chap. III.

NOTE. — Refer to indexes of histories given in the lists on first few pages.

- b.* Channing, 220-222 ; McLaughlin, Chap. IX.
 Fiske's American Revolution, I, 242-248.
 Fiske's Critical Period, 101-103, 106-112.
 Epochs, II, 105, 106 ; Sloane, 327-344.
 Bryant, IV, 50-52.
 Lossing's Field-Book of the Revolution, I, 309-313.

- c. Hart's Source Book, No. 62.
 Hart's Contemporaries, Nos. 206-208, 210.
 Channing, 223; Epochs, II, 89, 93, 109.
 Sloane, index; Hildreth, index.
 Fiske's American Revolution, I, 242-248.
 Fiske's Critical Period, 101-112.
 Winsor, VII, 69, 72, 81.
 McMaster's History of the People, I, Chap. II.
 Life of Morris.
- d. Hart's Contemporaries, Chap. XXVII.
 Channing, 224, 225; Epochs, II, index.
 Sheldon, 163-166; Montgomery, 178, 179.
 Winsor, VII, 185-214; McMaster's History of
 the People, I, 109, 113, 123, 130.
 Hildreth, index.
 Lossing, II, 634-636.
 American Historical Review, I.
- e. See indexes of various sources, histories, or
 biographies.
- f. Hart's Contemporaries, Chap. XXVIII.
 See histories of the period.
- g. Biographies of Washington.

References for the period 1775-1783.

"Sources."

- Hart's Source Book, Nos. 55-61.
- American History Survey, 197-199.
- Hart's Contemporaries, Chaps. XXX-XXXIV.
- Old South Leaflets, Nos. 3, 43, 47, 86, 97, 98.
- American History Leaflets, No. 11.
- Preston's Documents, 206-232.
- MacDonald's Documents, 6-15.

Channing, Chap. V; McLaughlin, Chap. IX.
 Epochs, II, Chap. IV; Montgomery, 182-208.

McMaster, 130-154; Sheldon, 166-196.

Gordy, 155-193; Eggleston, Chaps. XXVIII-XXXII.

Fiske's American Revolution, I, II.

Sloane's French War and Revolution, Chaps. XVII-XXVIII.

Andrews, I.

Fiske's War of Independence (1 vol.).

Bryant and Gay's History of United States.

Trevelyan's American Revolution, Chaps. VIII-XII.

Channing's United States of America, 1765-1865, Chap. III.

Roosevelt's Winning of the West, II.

Hildreth's United States, II, III.

Frothingham's Rise of the Republic.

Green's History of the English People, IV.

Maps.

Montgomery, 174, 182, 188, 190, 192, 200, 208.

Epochs, II, No. 3.

Channing, 229.

McLaughlin, 219 (United States in 1783); maps also in the text, 149-219.

MacCoun's Historical Geography.

Supplementary reading.

Bryant's Song of Marion's Men.

Henty's True to the Old Flag.

Cooper's The Pilot and The Spy.

Mitchell's Hugh Wynne.

Hawthorne's Septimius Felton.

11. Results of the war.

a. Treaty of Peace, 1783.

(1) What nations were interested and why?

(2) Discuss our treatment of France.

(3) Terms of the treaty.

(a) Study "Sources" if possible.

(b) See American History Survey, 199, 200, and American Territorial Development, Chap. II; MacDonald, 15.

(4) What disputes would the treaty make possible? Find these in the future history as you study.

b. General results.

(1) Sum these up under the headings, Political, Social, Industrial, Intellectual.

(2) Effect upon England.

Explain these statements:

"Constitutional government was saved by the loss of America."

"If England prevails, English and American liberty is at an end."

References.

See list above for the period 1775-1783.

FORMATION OF AMERICAN GOVERNMENT,

1774-1789

1. Why has the non-importation agreement of the congress of 1774 been called the beginning of the government of the United States? See American History Survey, 84.
2. How were colonies governed during the war from 1775 to 1781?
3. Articles of Confederation, 1781-1789.
 - a. When and why formed?
 - b. Were the states sovereign? Proof. Study Articles I, II, III.
 - c. How did question of western lands affect the ratification of the articles?

- d.* State reasons why Washington considered them defective?

Extracts from Washington's letters are found in American History Survey, 74-80.

- e.* From a study of amendments proposed, what seems to have been the chief defect?

Name others gained from study of articles or histories.

- f.* Why are they important?

- g.* Compare with New England Confederation, 1643.

4. The Constitution.

- a.* What led to the calling of the convention of 1787?
See American History Survey, 87, 88.

- b.* Did the convention act within its granted powers?
See American History Survey, 89, 90.

- c.* Study Randolph's resolutions. What kind of government does he propose?

- d.* What was the nature of the government under the articles? under the Constitution?

- e.* Compromises. See American History Survey, 93-96, 137-140.

- f.* Did the states or the people ratify? Give date of ratification.

- g.* The Federalist.

- h.* Sum up arguments for and against ratification.

5. Is the Union older than the states?

6. Is the government federal or national?

7. Ordinances of 1784 and 1787. Compare the colonial system here established with that of England.

Compare with Porto Rican plan and our Philippine policy.

8. The period 1783-1789 is known as the "Critical Period." Write a summary of reasons why it is so known.

References.

"Sources."

The Constitution.

American History Survey, Chap. IV.

Hart's Source Book, Chap. X.

Hart's Contemporaries, III, Chaps. VI-XI.

Eliot's Debates.

American History Leaflets, Nos. 8, 20, 28.

Old South Leaflets, Nos. 1, 2, 12, 13, 15, 16, 99.

Preston's Documents, 218, 240, 251.

MacDonald's Documents, 21-29.

Channing, Chap. VI; McLaughlin, Chap. X.

Epochs, II, 103-135; Montgomery, 209-217.

Sheldon, 196-211; McMaster, 155-174.

Gordy, 194-201; Eggleston, Chap. XXXIII.

Andrews, I, index; Walker, 1-60.

Frothingham's Rise of the Republic.

Fiske's Critical Period.

Hinsdale's Civil Government.

Fiske's Civil Government in the United States.

Schouler, I, 1-74.

McMaster's History of the People of the United States,
I, Chaps. I-V.

Lodge's George Washington, II, Chap. I.

Tyler's Patrick Henry, Chaps. XVI-XIX.

Higginson's Larger History, 293-308.

Channing's History of the United States, 1765-1865,
Chap IV.

NOTE.—For other references, consult indexes of authorities mentioned in lists of references on first few pages.

SLAVERY, 1765-1789

1. How would you account for the strong opposition shown just before and during the Revolution? Find statements that prove such opposition.
2. Slave trade.
 - a. Who was blamed? Was it a just blame?
 - b. How did the colonies try to stop it? Did they do so?
 - c. Why was New England in favor of it?
3. Why was the slavery clause stricken from the Declaration of Independence?
4. Find the slavery provisions of the Northwest Ordinance.
Did the South object?
5. Collate the views of Jefferson.
6. Find the views of other men.
7. Slave compromises in the Constitution.
Study the debates to find out (1) what section is strongest against slavery and slave trade; (2) what arguments are used; (3) whether the division on the questions is purely between North and South; (4) whether there is any change in sentiment.
8. What states freed their slaves during this period?
9. Write an essay on slavery during this period.

References.

“Sources.”

American History Survey, 129-140.

Old South Leaflets, Nos. 3, 13, 14, 104.

Constitution of the United States.

Hart's Contemporaries, III, No. 65.

Channing, 249, 250, 261, 262.

McLaughlin, 223, 227-303.

Montgomery, 35, 149, 215, 216 ; Epochs, II. Consult index.

McMaster, 185-187 ; Sheldon, 204-207.

Walker, Chap. II. Consult Eggleston, Chap. XVIII, table of contents.

Andrews, index ; Channing's History of the United States from 1765-1865, 12-14.

Rhodes' History from 1850, I, Chap. I (Review).

Wilson's Rise of the Slave Power.

NOTE. — Consult indexes of other histories of the period.

THE NATIONAL PERIOD, 1789-1901

Thou, too, sail on, O Ship of State!
Sail on, O Union, strong and great!
Humanity with all its fears,
With all its hopes of future years,
Is hanging breathless on thy fate!
We know what Master laid thy keel,
What workmen wrought thy ribs of steel,
Who made each mast, and sail, and rope,
What anvils rang, what hammers beat,
In what a forge and what a heat
Were shaped the anchors of thy hope!
Fear not each sudden sound and shock,
'Tis of the wave and not the rock;
'Tis but the flapping of the sail,
And not a rent made by the gale!
In spite of rock and tempest's roar,
In spite of false lights on the shore,
Sail on, nor fear to breast the sea!
Our hearts, our hopes, our prayers, our tears,
Our faith triumphant o'er our fears,
Are all with thee — are all with thee!

HENRY WADSWORTH LONGFELLOW'S *Building of the Ship*.

Suggestions. — The following outlines may be used in two ways. As they are given, they present a study of the chief topics in our national development, arranged by periods in chronological order. For review or use in advanced classes that have had a previous study of the period in chronological order, such topics may be selected as are desired, and studied without reference to others; *e.g.*, a study of slavery may be pursued by selecting this topic as found under different periods. The following are suggested as topics to be thus studied: Territorial Development, Slavery, Foreign Relations, 'Tariff, Financial Affairs, Political Parties, Secession, Reconstruction.

Secure two outline maps of the United States. Upon one trace the history of slavery; *i.e.*, (1) show original states as free or slave; (2) as states are admitted, show whether free or slave (indicate date of admission); (3) show results of slavery legislation. Use colored pencils, one for free states, the other for slave. Upon the other map show the territorial development of the United States; *i.e.*, (1) trace boundaries of 1783; (2) indicate disputed boundaries and show final boundaries; (3) show all acquisitions, with original boundaries and with final boundaries as settled by treaty or otherwise. Mark clearly dates of acquisition and treaty settlements. Indicate in colors the various acquisitions.

Place in notebook the following topics, gathering under each fitting material as you study:

Political Parties. (Name each party and work out its leading principles. Name its chief leaders.)

Constitutional Questions arising during the National Period.

Influence of Slavery upon Social, Industrial, Intellectual, Religious, and Political Life.

State Sovereignty.

National Theory.

Important Treaties.

Throughout this period attention should be given to the biography of those most prominent in determining the course of our national life. Excellent "Sources" may be found in Caldwell's *American Legislators*.

INTRODUCTION

Suggestion.— Before studying the periods in the development of nationality, the following topics should be studied to give a view of the United States at the beginning of its present national life.

1. Territory of the United States.

a. Boundaries.

(1) Trace boundaries of treaty of Paris, 1783.
American Territorial Development, 45.

(*a*) Locate on map.

(*b*) Study, if possible, the making of the treaty.

(2) Find out what boundaries were in dispute.

Note the settlement of disputes later.

b. Its organization.

(1) States. (Locate on map.)

(*a*) Name them, and give extent of each, 1783.

(*b*) Their western land claims. American
Territorial Development, Chap. III.

(1') Show on map claims of each state.

(2') What right had the states to the "back"
lands?

(2) Public domain. American Territorial Development, Chap. III.

(*a*) Land cessions of the states.

(1') Why were these made?

(2') Note the opinion of Congress.

(3') Make a table to show date of cession
in each case.

(4') What important results grew out of
these cessions?

(5') To what use was the territory to be put?

(*b*) Northwest Ordinance, 1787. Old South
Leaflets, No. 13.

(1') What important principles are found?

(2') Outline the plan of government for the
Northwest Territory.

(3') Compare the colonial system of the
United States with that of Great
Britain, France, etc.

(4') Of what importance is this ordinance to future history?

(5') Does it throw any light on present colonial problems?

2. Population.

a. Number and distribution.

b. What nationalities are represented?

What is an American? Read No. 64 in Hart's Source Book.

c. Western immigration. Its influence upon the Union. Conditions of success.

3. Political conditions.

a. Political theories.

(1) Aristocracy *vs.* democracy.

(*a*) Explain these statements:

The rich, the well-born, and the able . . . must be separated from the mass and placed by themselves in a senate. — JOHN ADAMS.

I am persuaded that the good sense of the people will always be found the best army. They may be led astray for the moment, but will soon come to themselves. — THOMAS JEFFERSON.

(*b*) Study extracts from the American History Survey, 120, 122. Give summary of statements made.

(*c*) Trace these two ideas in the Constitutional Convention.

(*d*) Study to see the current of the two ideas in future history.

(2) State sovereignty *vs.* national sovereignty.

(*a*) When did state sovereignty begin?

(*b*) Trace the idea of state sovereignty in the Articles of Confederation and in the Constitutional Convention of 1787.

- (c) Is the Constitution a "compact between sovereign states"? Give proof.
- (d) Trace the idea of national sovereignty in the Constitutional Convention and during ratification of the Constitution.
- (e) Is the Constitution an "instrument of government"? Give proof.

Suggestion. — Questions (c) and (e) above cannot be answered fully at this stage in the work. Give attention to the two theories in the future interpretations of the Constitution.

b. Political methods.

- (1) How were Presidents elected?
- (2) Find out what you can regarding voting, nominations, and caucuses.
- (3) What is meant by a "political machine"?
Did it exist at this time?

c. Conditions of suffrage, 1789.

- (1) Was there universal suffrage?
- (2) Compare with present conditions.
- (3) Were they uniform throughout the different states? See Walker's *Making of the Nation*, 49, 50. Consult indexes of other histories.

4. Social conditions.

a. Country life.

b. City life.

c. Classes of society. Condition of each.

d. Social customs.

5. Industrial and economic conditions.

a. Industries and products.

- (1) Reasons for the great productive power of agriculture.
- (2) Effect of the mechanical genius of the Americans.

- (3) Manufactures.
- (4) Commerce. Exports and imports.
- b.* Finances.
- c.* Relation of capital and labor.
- 6. Intellectual conditions.
 - a.* Schools.
 - b.* Newspapers and magazines.
 - c.* Professions, — medicine, law, etc.
- 7. Religious conditions.
 - a.* Note the demand for a clause in the Constitution regarding religion. What does this mean?
 - b.* Compare the spirit now shown with that of early colonial days.
- 8. Add any other items you can, giving a glimpse of the life of the times.

References.

“Sources.”

American History Leaflets, No. 22.

Hart's Source Book, No. 71.

American History Survey, 90-96, 120, 122.

Channing, 270-275, 281-284.

McLaughlin, 229-232.

Epochs, II, 125-141.

McMaster, 170-173, Chap. XIV; Sheldon, 213, 221-229.

Walker's Making of the Nation, Chap. IV; Gordy, 204-211.

Century Magazines, 1882-1885 (articles by Edward Eggleston).

Eggleston's History of the United States, Chaps. XXXIV, XXXV.

Channing's The United States from 1765-1865, 133-139.

Lalor's Encyclopedia of Political Science.

NOTE. — Consult indexes of histories in the general list.

Supplementary reading.

Library American Literature, IV, 346 (President Washington's Receptions).

Richard Henry Dana's Two Years before the Mast. Scribner's Magazine, 1887 (A Girl's Life Eighty Years Ago).

NOTE. — For other readings, consult indexes of magazines, — Harper, Century, Scribner, etc.

Maps.

McLaughlin, 219, 231.

Hart's Epochs, II, No. 3.

Channing, 228, 229, 243.

Suggestion. — The following subperiods of the national period are each marked by some distinguishing characteristic, but it must be borne in mind that there is no break in the thread of national life shown in the series of events.

I. Period of Federal Supremacy, 1789–1801

We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

*Preamble of Constitution.***1. Organization of the government.**

a. Congress. Why was it organized first?

b. Inauguration of Washington.

(1) Read Washington's Inaugural, Old South Leaflets, No. 10.

(2) Describe the scene, giving time, place, by whom oath was administered, etc. (Read Hart's Source Book, No. 71. Does this agree with other views? Read from Irving's Life of Washington.)

c. Executive departments.

- (1) Cabinet. Discuss its relations to President ;
to Congress.

What opposite political tendencies were represented ?

- (2) Other officers.

d. Judiciary.

- (1) Explain its organization.

- (2) Find what the Constitution says about the
judiciary.

- (3) Who was first chief justice ?

Trace his career as you study.

2. What problems must the new government solve ?

Note these statements :

The circumstances, under which I now meet you, will acquit me from entering into the subject farther than to refer you to the great Constitutional Charter under which we are assembled ; and which in defining your powers designates the objects to which your attention is to be given.

.

Besides the ordinary objects submitted to your care, it will remain with your judgment to decide how far an exercise of the occasional power delegated by the fifth article of the Constitution is rendered expedient at the present juncture by the nature of objections which have been urged against the system, or by the degree of inquietude which has given birth to them.—WASHINGTON'S *First Inaugural Speech to Congress*.

3. Financial measures of Hamilton.

Hamilton struck the rock of the national resources and abundant streams of revenue gushed forth.—WEBSTER.

a. The debt.

- (1) Origin of both foreign and domestic debt.

- (2) Assumption of state debts.
 - (a) What compromise was made on this question?
 - (b) Read Hart's Source Book, No. 73.
- (3) What is meant by "funding the debt"?
- b. Tariff, 1789.
 - (1) Read the speech on the tariff, Hart's Source Book, No. 72.
 - (2) Why should Massachusetts oppose a tax on hemp, flax, and molasses?
 - (3) Read discussions on the tariff in American History Survey, 221-227.
 - (a) Note questions on pages 245, 246, of the American History Survey. Answer from "Sources."
 - (b) What was the nature of the first tariff? Was it protective?
- c. Excise, 1791.
 - (1) Object.
 - (2) What is an excise?
 - (3) Whisky Rebellion, 1793.
 - (a) What principle did this strengthen?
 - (b) Was the cause a just one?
- d. Bank of the United States, 1791-1811.
 - (1) Hamilton's reasons for establishing the bank.
 - (2) Question of constitutionality. For extracts relating to bank controversy, see American History Survey, 101-108.
 - (a) Why did Hamilton believe it constitutional?
 - (b) What are "implied" powers?
 - (c) What are "delegated" powers?
 - (d) Do Hamilton and Madison agree in regard to the kind of power granted by the Constitution?
 - (e) Summarize Madison's arguments.

(f) With which did Jefferson agree?

State Jefferson's ideas.

(g) What is meant by "loose construction"?
by "strict construction"?

(h) Of what importance is this question?

(i) How finally settled? See Supreme Court
decision, 1819.

4. Political parties.

A political party may be defined as "an organ for the expression of public opinion."—JESSE MACY'S *History of Political Parties*.

a. Origin.

(1) Effect of the controversy over the adoption of
the Constitution.

(2) Explain this statement:

You say our divisions began with Federalism
and anti-Federalism. Alas! they began with human
nature.—JOHN ADAMS.

(3) Effect of controversy over the bank and tariff.

b. What were the fundamental differences between the
two parties, Federalists and Republicans?

c. What is an Independent?

d. With which party do you sympathize?

e. Note the effect of industrial conditions upon party
beliefs.

5. Slavery.

a. Restate the constitutional provisions on slavery.

b. Antislavery petitions, 1790.

(1) Purpose of these.

(2) Jackson's speech. See extract in *American
History Survey*, 141.

(3) Did the decision that Congress had no authority
to interfere with slavery within the states
prevail?

- c.* Fugitive slave law, 1793.
 - (1) Find the constitutional basis for this.
 - (2) Effect.
- d.* Trace the progress of emancipation.
- 6. Admission of states.
 - a.* Make a table showing date of admission, and whether free or slave. (Complete this in future periods.)
 - b.* How was the question of slavery decided?
 - c.* What is the effect on nationalism?
- 7. Foreign relations, 1789-1801.
 - a.* Study the relations between France and England from 1789 to 1801.
 - b.* Washington's Neutrality Proclamation.
 - (1) Review treaty with France, 1778, and her services to the United States, 1776-1783.
 - (2) Did the United States treat France fairly?
 - (3) Why is this proclamation of the greatest importance in our history?
 - (4) Its effect upon France.
 - Study the Genêt episode, and its effect on the United States.
 - c.* With England.
 - (1) Review treaty of 1783. What difficulties had arisen out of it? Which of these were real grievances?
 - (2) Explain differences on question of "neutral rights." Read Hart's Source Book, No. 74.
 - (*a*) What may be "contraband of war"?
 - (*b*) What shall constitute a "blockade"?
 - (*c*) "Rule of 1756." Why did the United States want to trade with the French and Spanish West Indies?
 - (*d*) "Free ships make free goods." Explain the meaning.

- (3) Impressment. Compare the British view of citizenship with that of the United States.
Read Hart's Source Book, No. 76.

(4) Jay's treaty.

- (a) What did it settle?
(b) Why was it difficult to secure the necessary two-thirds majority for its ratification?
(c) Trace in future history the result of the treaty.
(d) Would war have been better then?

d. With Spain.

- (1) Review treaties of 1763 and 1783 as regards Spain.
(2) Find out why Spain claimed the territory north of the 31st parallel.
(3) Treaty of 1795. Mark on map the boundary settled by this treaty. What is meant by the "right of deposit"?

e. With France, 1796-1800.

- (1) Note the effect of Jay's treaty.
(2) X. Y. Z. affair.
(a) Explain why so called.
(b) Explain the reason for the statement:

"Millions for defense, but not one cent for tribute."

See American History Survey, 202, 203;
Hart's Source Book, No. 75.

(c) Effect.

Find out why the United States did not have war with France?

- (3) What were the "French spoliation claims"?

8. Washington's Farewell Address, 1797. See Old South Leaflets, No. 4.

Outline in notebook its chief points.

9. Alien and Sedition acts, 1798.
 - a. Find out what they were.
 - b. Is there proof that they were merely "party" measures?
 - c. Virginia and Kentucky Resolutions, 1798, 1799.
 - (1) Who drafted them?
 - (2) Read extracts in American History Survey, 109, 110, or American History Leaflets, No. 15, and note (1) what theory of sovereignty is expressed, (2) what laws are unconstitutional, and (3) what remedy was proposed.
 - (3) Effect.

Note the immediate effect and then watch for the effect in later history.
10. Constitutional amendments.
 - a. Reasons for the first ten. Read them.
 - b. Eleventh amendment. Read it and find out why passed.
11. Indian policy of the United States.
 - a. Indian treaties. Why should, or how could, the United States make such treaties? Can the United States still make such treaties? Note the action of Congress in 1871.
 - b. Did we deal justly with the Indians?
12. Election of 1800.
 - a. Trace the development of the two parties throughout the period 1789-1801. Give the attitude of each on all important questions.
 - b. Outline the principles of each party in this election.
 - c. Sum up the reasons for the Federalist defeat.
 - d. Why did the election fall upon the House of Representatives? Find the constitutional provision for this, and note its terms.

- (1) Note in this connection the twelfth amendment, 1804.
- (2) What method is now used? Do you think it the best one?
- e. Why is this election spoken of as a "revolution"?
- 13. Judiciary Act, 1801. Was this a wise measure?
- 14. Our country in 1800.
 - a. Population.
 - (1) Number.
 - (2) Distribution. Note the progress of western settlement.
 - (3) Why so little concentration of population in cities?
 - (4) Why does white population increase more rapidly in free states?
 - (5) Compare with 1789.
 - b. Industrial life.
 - (1) Conditions of commerce.
 - (2) Study to prove this :

"The cotton industry, by fastening slavery on the cotton-growing states, also dominated the politics of the second third of the century."
 - (3) Effect of the cotton gin.
 - (4) Name occupations. Which most important?
 - c. Intellectual life.

"The intellectual life of the people was at a standstill."

Can you verify this statement?
 - d. What relations can you trace between the American Revolution, 1775-1783, and the Revolution of 1800?

SUMMARY AND REVIEW

- 1. Show that this was a period of struggle between nationality and democracy.

2. Show that as yet the United States was not really independent.
3. Describe the characters of Washington and Adams.
4. Gather all the proof you can to show that there was a desire to have slavery cease.
5. Name those most prominent in directing events, outlining briefly the policy of each, and with what events connected.

References.

“Sources.”

Hart's Source Book, Nos. 71-76.

American History Survey, 101-110, 141, 202-204, 221-226.

Old South Leaflets, Nos. 4, 10, 76, 103.

American History Leaflets, Nos. 4, 15.

Preston's Documents, 251-295.

MacDonald's Documents, 46-160.

Channing, Chap. VII ; McLaughlin, Chap. XI.

Epochs, II, Chaps. VII, VIII ; Montgomery, 219-244.

McMaster, 197-224 ; Gordy, 203-223.

Sheldon, 211-215 ; Eggleston, 213-225.

Walker, Chaps. V-VIII ; Andrews, I, index.

McMaster's History of the People, I, 525-604, II, 1-533 ; Hildreth, IV.

Adams' United States, I, Chap. I ; Schouler, I.

Higginson's Larger History, Chaps. XIII-XIV.

Rhodes' United States from 1850, I, Chap. I (Slavery).

Wilson's Slave Power, I, Chaps. V-VII.

Greeley's American Conflict, I, Chap. VI (Slavery).

Von Holst's Constitutional History.

NOTE. — For other references, consult indexes of histories in lists on first few pages.

Biography.

Lodge's Washington ; Lodge's Hamilton ; Morse's Jefferson ; Bolton's Famous Americans ; Morse's John Adams ; Sparks' Washington.

Maps.

Channing, 304, 312, 317, 321.

McLaughlin, 231, 251.

Montgomery, 231.

Epochs, II, No. 4.

Supplementary reading.

Irving's Life of Washington.

Holmes' Ode for Washington's Birthday.

II. Period of Republican Supremacy, 1801-1825

1. Character and policy of Jefferson.
 - a. Study the past career of Jefferson.
 - b. Find quotations from his writings that will show his beliefs. Does his practice coincide?
 - c. What did he mean by saying, "We are all Republicans ; we are all Federalists" ? Did he carry out the idea ?
 - d. What is the estimate of history upon his work ?
Read Hart's Source Book, No. 77. Compare with present view.
 - e. Summarize the main features of his policy.
Work out as you study the administration.
2. The Louisiana Purchase, 1803.

We have lived long, but this is the noblest work of our whole lives. . . . From this day the United States take their place among the powers of the first rank. — LIVINGSTON.

a. Previous history of Louisiana.

- (1) To what did the name first apply? Review discovery, exploration, and settlement by the French.
- (2) Review treaty of Paris, 1763.
- (3) Treaty of St. Ildefonso, 1800.

Explain why Jefferson wrote at this time :

“There is on the globe one single spot, the possessor of which is our natural and habitual enemy. . . . The day that France takes possession of New Orleans fixes the sentence which is to restrain her (France) forever within her low water mark. It seals the union of two nations, who, in conjunction, can maintain exclusive possession of the ocean. From that moment we must marry ourselves to the British fleet and nation.”

b. History of the purchase.

Suggestion. — Study, if possible, from the “Sources.” See American Territorial Development, Chap. IV, and Hart’s Source Book, No. 78.

- (1) When did the movement to buy territory begin?
Why?
- (2) What did Jefferson first attempt to purchase?
Why?
- (3) Explain fully why the “right of deposit” at the mouth of the Mississippi was denied to us.
- (4) What arguments did Livingston use with Napoleon?
- (5) Sum up all reasons why the United States wished to buy territory.
- (6) What apparently led Napoleon to sell?
- (7) Did all French statesmen agree with him?
Why?

- (8) How did the United States come to take all of Louisiana?
- (9) Sum up all reasons that led France to sell.
- (10) What did the United States pay?
- c. What territory did we acquire?
 - (1) Read the treaty of cession. Is it clear?
 - (2) Note Talleyrand's reply to Livingston, and Jefferson's claim.
 - (3) What boundaries were hard to determine?
Find out in later history how disputes were settled.
 - (4) Sum up the conclusions you have made from a study of topics (1), (2), and (3).
- d. Constitutional questions arising out of the purchase.
 - (1) What was Jefferson's view?
 - (2) Why did Federalists oppose the purchase? Note secession sentiments.
 - (3) Sum up all questions.
 - (4) Do these arguments affect any question of to-day?
- e. Read Article III of the treaty of cession.
 - (1) What was to be done with the territory?
 - (2) What rights were the people to have?
 - (3) Do these provisions affect our present problems regarding territory?
- f. Effects of the purchase.

Sum these up under the headings: Social, Economic, and Political Effects.
- g. On territorial map (1) show Louisiana with original boundaries; (2) trace permanent boundaries when settled.
- h. Exploration. How stimulated by this acquisition?
Trace the work of Pike, Lewis, and Clark.

References on topic 2.

“Sources.”

American Territorial Development, Chap. IV.

American History Survey, 111-114.

Hart's Source Book, Nos. 78, 80.

Johnston's American Orations, I, 205-218.

Hart's Contemporaries, III, Chap. XVII.

MacDonald's Documents, 160-165.

Channing, 337-340; McLaughlin, 260-265, 269, 270.

Epochs, II, 185-189; Montgomery, 247-252.

McMaster, 218, 219, 274, 275; Sheldon, 215-220.

Gordy, 228-233; Eggleston, 238-240.

Walker, 177-184.

McMaster's History of the People, II.

Hildreth's History of United States, V.

Schouler, II.

Von Holst's Constitutional History, I.

Atlantic Monthly, LXXXIV, 549.

NOTE.—Consult list of general references on this period.

3. Foreign affairs, 1801-1817.

a. Barbary wars, 1801-1806.

Effect upon the future necessity for a navy.

b. With France and England.

(1) Trace out our relations with each to 1800.

(2) Find out what grievances the United States had at this time.

Read Hart's Source Book, Nos. 76, 79, and the extract from Madison in American History Survey, 204.

(3) Jefferson's policy.

(*a*) Non-importation. Compare this as to results with non-importation in pre-Revolutionary days.

- (b) Embargo Act, 1807-1809.
 - (1') Its nature and purpose.
 - (2') Was it enforced?
 - (3') Was it constitutional?
 - (4') Did it accomplish its purpose?
 - (5') Note its effect on the United States; on England; on France.
- (c) Non-Intercourse Law, 1809.
 - Was it any better?
- (4) Erskine treaty with Great Britain. Its purpose.
- (5) Macon's Bill, No 2. Nature and effect of this.
- c. War of 1812 (1812-1815).
 - (1) Why go to war with England and not France?
 - (2) Was this a "war for conquest"?
 - Do you find anything that would give color to such a belief?
 - (3) Read Madison's message to Congress, 1812, and Henry Clay's speech of Jan. 8, 1813.
 - (a) What causes for war do they state?
 - (b) Can you verify these causes by facts?
 - (4) Who opposed this war, and why?
 - (5) With which do you sympathize, the Federalists or Republicans? Can you explain Randolph's speech found in McLaughlin's History of the American Nation, 280?
 - (6) Trace the events.
 - (a) Find reasons for American success.
 - (b) Were the naval victories out of proportion to our strength?
 - (c) Was the battle of New Orleans necessary?
 - (d) Why was the war fought so largely in Canada and on the sea?

- (7) Treaty of Ghent, 1815.
 - (a) Its terms.
 - (b) "It settled none of the questions in dispute."
Why not?
- (8) Was the war necessary? If so, why?
- (9) General results. Trace as you study the future history.

References on topic 3.

"Sources."

Hart's Source Book, Nos. 79, 81, 82, 87.

American History Survey, 204-208.

Hart's Contemporaries, III, Chaps. XVIII, XIX.

MacDonald's Documents, 176-192.

Channing, 343-365; McLaughlin, 271-291.

Epochs, II. See index. Montgomery, 256-281.

McMaster, Chaps. XVI-XVIII; Sheldon, 229-237;

Gordy, 217-251.

Eggleston, 225-230; Walker, 242-263.

NOTE. — See references at close of this period, 1801-1825.

4. Discontent in New England.

- a. Trace the course followed by Massachusetts from 1800 to 1815.

Was it creditable?

- b. Explain the following:

The sovereignty reserved to the states was reserved to protect the citizens from acts of violence by the United States. We spurn the idea that the sovereign state of Massachusetts is reduced to a mere municipal corporation. When the national compact is violated, and the citizens of the state are oppressed by cruel and unauthorized law, this legislature is bound to interpose its power and wrest from the oppressor its victim. — *Commercial Report in Massachusetts Legislature.*

- c.* Hartford Convention, 1814-1815.
 - (1) Purpose.
 - (2) What amendments did it propose? Show reasons for each.
 - (3) Note its utterance regarding state rights. See American History Survey, 114.
 - (4) Effect upon the federal party.
- d.* What connection between this discontent and the War of 1812?
- 5. Industrial conditions.
 - a.* What effect had the commercial disorders had on industrial life?
 - b.* Give cause for the rapid growth of cotton manufacture.
 - c.* Sum up all causes for the changes in industrial life.
- 6. Tariff.
 - a.* Review tariff legislation from 1789 to 1816.
 - b.* Tariff of 1816.
 - (1) Why demanded and by whom?
 - (2) Note conditions that had given incidental protection to home manufactures.
 - (3) Character and purpose.
Read Dallas' Report, partly quoted in American History Survey, 227.
 - (4) Was it intended that protection should be permanent?
 - (5) Note the views of Webster, Clay, and Calhoun. Account for each.
 - (6) Effect.
- 7. Bank of 1816.
 - a.* Give reasons for the renewal of the national system.
 - b.* Who favored this bank bill? Who opposed? What does this prove?

c. Its constitutionality.

See Supreme Court decision in case of *McCulloch vs. Maryland*, 1819. Quoted in part in *American History Survey*, 105-108.

8. Internal improvements. See *American History Survey*, 233-243.

a. What were Washington's views?

b. Compare his views with Jefferson's.

c. Why should the measures be opposed in Congress?

Why was the Bill of 1817 passed?

d. Madison's views.

(1) Give reasons for his position.

(2) Effect of his veto of Bill of 1817.

e. Find out what was done in Monroe's administration, 1817-1825.

Read Monroe's arguments in *American History Survey*, 241.

9. Election of 1816.

a. Why could Federalists carry only three states: Massachusetts, Connecticut, Delaware?

Compare with election of 1820.

b. For what principles did the Republican party now stand? Compare with its position from 1789 to 1800.

c. Show that nationalism is now the generally accepted policy.

References on topics 4-9.

"Sources."

Hart's Source Book, Nos. 87-89.

American History Survey, 114, 224-227, 233-239.

MacDonald's Documents, 198-213.

American History Leaflets, No. 30.

Channing, 365-371; McLaughlin, 267-295.

Epochs, II, 214-231; Montgomery, 279-281.

McMaster, 246-257; Sheldon, 237-240.

Gordy, 251-256; Walker, index.

Burgess' *The Middle Period*, 1-18; Andrews, index.

McMaster's *History of the People*, IV.

Hildreth, VI.

Schouler, II, III.

Von Holst's *Constitutional History of the United States*, I.

Johnston's *Politics*.

Lodge's *Webster*, index.

10. Foreign relations (continued). See topic 3.

a. With Great Britain, 1815-1818.

(1) What questions were still unsettled?

(2) Treaty of 1818.

(a) Note its provisions regarding fisheries, northern boundary, Mississippi River, and Oregon.

Indicate on map boundary settlement.

(b) Why could no decision be reached on African slave trade?

b. With Spain, 1803-1819.

American Territorial Development, Chap. V.

(1) How did our interpretation of the rightful boundaries of Louisiana affect our relations with Spain?

What did Jefferson mean by "our just limits"?

(2) West Florida.

(a) Why did the United States desire to purchase this territory in 1802?

(b) When and why was it definitely claimed by the United States?

What was the basis of our claim to it?

- (c) When and why opened for settlement?
- (d) When was United States ownership settled?
- (3) East Florida.
 - (a) What connection is there between the West Florida question and our desire for East Florida?
 - (b) Sum up all reasons why the United States desired it?
Did any object?
 - (c) Why did Spain relinquish it?
 - (d) How much money was paid?
 - (e) Read the treaty of cession, 1819.
 - (1') Who were the parties?
 - (2') What did we get?
 - (3') Trace on map the boundary of 1819.
 - (4') What territory did the United States give up?
 - (5') Did this treaty affect our claims to Oregon?
 - (6') How was the territory to be governed?
 - (f) What were Clay's views?
 - (g) Jefferson's views. Did he agree with Clay?
 - (h) Add to the territorial map the new acquisitions.
Show in some way the portion disputed.

References on topic 10, a, b.

“Sources.”

Hart's Source Book, No. 87.

Caldwell's American Territorial Development,
Chap. V.

Caldwell's American History Survey, 208-211.

MacDonald's Documents, 213-219.

Channing, 374-378 ; McLaughlin, 302, 303 ; Epochs, II, 233, 234.

Montgomery, 283, 284 ; Sheldon, 285-288.

Gordy, 254 ; McMaster, 110, 151, 152, 261.

Burgess, Chap. II and 313.

NOTE.—See other references in the list at the close of the period.

c. Monroe Doctrine.

See American History Survey, 211-215, or for a more comprehensive study, American History Leaflets, No. 4.

(1) Trace the relations of the United States with the South American countries from 1808 to 1822.

(2) Study the articles of agreement of the members of the Holy Alliance.

(a) Their purpose.

(b) Principles asserted.

(c) Why a menace to the United States ?

(3) Russian aggressions. Why threatening ?

(4) Read Monroe's Messages of Dec. 2, 1823, and give the four leading principles he asserts as a policy for the United States.

(5) Find evidences of the expression of this doctrine in former speeches or writings.

(6) Trace, as you study, the later expressions of this doctrine. Note Cleveland's Message, December, 1895, on the Venezuelan Question.

(7) Shall we, and do we, still hold to it ?

d. The Russian treaty of 1824.

Effect of this on the claims to Oregon.

References on topic 10, c.

“Sources.”

American History Survey, 211-216.

American History Leaflets, No. 4.

MacDonald's Documents, 228-231.

Hart's Contemporaries, III, Nos. 144-148.

Channing, 377-381; McLaughlin, 307-309.

Montgomery, 294, 295; Epochs, II, 243-245.

McMaster, 264, 450, 474; Sheldon, 285; Gordy, 254-256.

Eggleston, 269, 270.

Winsor, VII, Chap. VII.

Schouler, III, 277-293.

Gilman's Monroe, Chap. VII; Morse's Adams, 126-138.

Foster's American Diplomacy.

NOTE. — Consult indexes of other histories, and of magazines.

II. Slavery, 1801-1825.

a. Foreign slave trade.

(1) Why did Congress prohibit the foreign slave trade in 1808?

(2) Slave trade was made piracy in 1820. Why?

(3) When did it cease?

b. Trace the effect of the cotton industry upon slavery and upon the feeling regarding it.

c. How was the question of slavery decided in the new states admitted from 1801 to 1819?

d. Gather all the arguments you can in favor of the extension of slavery. Do you find any against?

e. Show that by 1820 slavery was a sectional institution.

f. Contrast the feeling of 1775 and that of 1820.

g. The Missouri affair, 1820-1821.

(1) Why had there not been dispute before in regard to admission of states?

(2) Trace the progress of settlement in the West. Did this make any difference?

- (3) Why contest Missouri's admission? Why was there such sharp division on the question?
- (4) The Missouri compromises.
 - (a) Terms. Indicate on map.
 - (b) Did Congress possess power to place conditions upon the admission of a state?
 - (c) Was it within the power of Congress to banish slavery from the territory?
 - (d) Effect.
 - (1') Upon the South.
 - (2') Upon the North.
 - (3') Upon sectionalism.
 - (4') Note Jefferson's and Adams' predictions, 1820, pp. 144 and 148, in American History Survey.
 - (e) Would war have been better than compromise?
- (5) Explain these two statements.
 - (a) Von Holst says:

"At the last moment in the night between the 2nd and 3rd of March, 1820, free labor and the principle of nationality yield to slavery and the principle of state sovereignty (two principles which) involved the weal and the woe of the republic, for from that night party history is made up without interruption on geographical lines."

- (b) Burgess says:

"It certainly appears that the cause of free labor won a substantial triumph in the Missouri Compromise, and that, in place of a shameful surrender of freedom to slavery a mighty step forward in the progress of liberty was taken."

(6) Did this settle the slavery question?

Note the following from the writings of Thomas Jefferson:

"This momentous question, like a fire-bell in the night, awakened and filled me with terror. I considered it at once as the knell of the union. It is hushed indeed for a moment, but this is a reprieve only, not a final sentence. A geographical line, coinciding with a marked principle, moral and political, once conceived and held up to the angry passions of men, will never be obliterated, and every new irritation will make it deeper and deeper."

References.

"Sources."

Hart's Source Book, No. 91.

American History Survey, 141-144, 148, 149.

Hart's Contemporaries, III, Nos. 135, 136.

MacDonald's Documents, 219-226.

Channing, 327, 328, 372, 373, 381-385.

McLaughlin, 297-307.

Montgomery, 230, 249, 250, 285-291.

Epochs, II. See index under "Slavery" and "Slave-Trade."

McMaster, 274-277; Sheldon, index; Eggleston, 263-268.

Walker, 184, 208-210.

Burgess, Chap. III (Slavery in United States before 1820); Chap. IV (Missouri Question).

Rhodes' United States from 1850, I, Chap. I.

Wilson's Rise and Fall of the Slave Power.

McMaster, IV, Chap. XXXIX.

Schouler, III, 133-189; Greeley's *American Conflict*, I, Chaps. VII-IX.

Draper's *Civil War*, I.

NOTE. — Consult indexes of other histories.

12. Economic conditions to 1824 (continued from topics 5-7).

a. Progress and effect of inventions (cotton gin, steamboat, etc.).

b. Effect of the war.

c. Tariff of 1824.

(1) Reasons for.

(2) Compare the feeling of 1824 and 1816 regarding protection.

13. Election of 1824.

a. "It was rather a personal than a party contest."

Explain how.

b. The congressional caucus.

c. Why did the election go to the House of Representatives?

d. Account for Jackson's calling Clay the "Judas of the West," and for Randolph's saying, "It was a combination between the Puritan and the blackleg."

SUMMARY AND REVIEW

1. Show that there was during this period a growth of "nationalism."

2. What is meant by saying that "the American people came into existence" in this period?

3. Compare the United States in 1800 with the United States in 1824 as regards industrial and social conditions.

4. Sum up all the results of the War of 1812.

5. Describe the character of Jefferson, Madison, and Monroe.
6. Name others prominent in determining the course of events and state briefly the policy of each.

References for the period from 1801 to 1824.

“Sources.”

Hart's Source Book, Nos. 77-93.

American History Survey, 111-114, 141-149, 204-214, 227-230, 233-242.

American Territorial Development, Chaps. IV, V.

American History Leaflets, Nos. 4-44.

Old South Leaflets, Nos. 56, 104-106.

MacDonald's Documents, 160-228.

Caldwell's American Legislators.

Channing, Chaps. VIII, IX.

McLaughlin, Chaps. XII, XIII.

Epochs, II, Chaps. IX-XII.

Montgomery, 244-298.

McMaster, Chaps. XVI-XXII.

Walker, Chaps. IX-XIII; Eggleston, Chap. XLVI.

Burgess' The Middle Period, Chaps. I-VI.

Schouler, II, Chap. V, etc.; III, 1-335.

McMaster, Chaps. II-IV.

Adams, I-IX.

Hildreth, VI.

Bryant, III, IV.

Foster's A Century of American Diplomacy.

Thorpe's History of the United States.

American Statesmen Series, — Jefferson, Madison, Monroe, Clay, Gallatin.

Maps.

Consult text-books.

Supplementary reading.

Cable's Old Creole Days, etc.

Hale's Man without a Country ; Philip Nolan's Friends.

Paulding's The Diverting History of John Bull and Brother Jonathan.

Eggleston's (George Cary) American War-Ballads and Lyrics.

Irving's Astoria. Library American Literature, V, 105
(The Constitution and the Guerrière).

Whittier's Voices of Freedom.

III. Period of Transition, 1825-1829**1. Political parties.**

a. As you study, trace the formation of new parties.

What questions cause these new divisions ?

b. Who are the leaders ?

c. State the principles of each.

d. Compare National Republicans and Federalists.

2. Discuss Jackson as a party leader.**3. Foreign relations.**

a. Why did the United States lose the British West India trade ?

b. Panama Congress.

Did it accomplish its purpose ?

4. Internal improvements.

a. Effect and importance of the Erie Canal.

b. Compare action of Congress now and in former period.

How account for the difference ?

c. What is the effect of national aid for improvements ?

d. What is the present policy of the government ?

Note the ship subsidy movement.

5. The railroad in America.

a. The first railroads, 1825-1828.

- b.* Show in what ways it affected the social, industrial, and political life of the people.
 - c.* Effect of railway building upon the question of national aid to internal improvements.
- 6. Georgia and the Indians.
 - a.* What is the political significance of this affair?
 - b.* What was the Indian policy of the government at this time?
Find out, if possible, how the Indians liked it.
 - c.* Which party had right and justice on its side?
- 7. The tariff of 1828.
 - a.* From a study of the passage of the bill, can you verify Taussig's statement, "The tariff of 1828 was a political job"?
 - b.* Did the South have a real grievance because of tariff?
 - c.* Can you see any relation between slavery and the Southerner's views on tariff?
 - d.* How could the West be benefited? How the North?
 - e.* Calhoun's exposition.
What principles did it assert? Were these new?
 - f.* Find quotations to show the attitude of the South.
- 8. Election of 1828.
 - a.* It is spoken of as "the triumph of the people."
Why?
 - b.* The West and its influence.
 - c.* Parties: their principles and candidates. Trace the genesis of each in the previous party organizations.
What is meant by "Jacksonian Democracy"?
 - d.* What new political forces appear?
- 9. Sum up reasons why this is called a "period of transition."

References.

“Sources.”

American History Survey, 241, 242.

MacDonald's Documents, 231-234.

Channing, 390, 396, 402, 412.

McLaughlin, 311-324.

Epochs, II, 251-262; III, 2-25.

Montgomery, 298-307.

Burgess' Middle Period, 145-166.

Schouler, III, 336-449.

Bryant's History of the United States, IV, 283-292.

McMaster's History of the People, V.

NOTE. — Consult indexes of other references.

IV. The Period of National Democracy, 1829-1845

Suggestion. — Define all new terms used.

1. Jackson, President from 1829 to 1837.

a. Study his previous career.

b. Character.

Explain :

“He was a man of the people.”

c. His policy of government.

Explain this statement :

“The reign of Andrew Jackson was a period of strictly constitutional despotism.”

Gather material to prove this statement as you study.

2. The Spoils System.

a. Study these statements :

Government is a trust, and the officers of the government are trustees. And both the trust and the trustees are created for the benefit of the people. Official incumbents are bound,

therefore, to administer the trust, not for their own private or individual benefit, but so as to promote the prosperity of the people. — HENRY CLAY.

When they [the politicians] are contending for victory, they avow the intention of enjoying the fruits of it. If they are defeated, they expect to retire from office. If they are successful, they claim, as matter of right, the advantages of success. They see nothing wrong in the rule that to the victors belong the spoils of the enemy. — SENATOR MARCY.

The duties of all public officers are, or at least admit of being made, so plain and simple that men of intelligence may readily qualify themselves for their performance; and I cannot but believe that more is lost by the long continuance of men in office than is generally to be gained by their experience. . . .

In a country where offices are created solely for the benefit of the people no one man has any more intrinsic right to official station than another. . . . No individual wrong is, therefore, done by removal, since neither appointment to nor continuance in office is matter of right. . . . He who is removed has the same means of obtaining a living that are enjoyed by the millions who never held office. — JACKSON'S *First Annual Message*.

See Richardson's Messages and Papers of the Presidents, II, 442.

- b.* Was this a new principle? Proof.
 - c.* Is it still in vogue? Study Civil-Service Reform.
 - d.* Its influence.
3. Sectional divergence.
- a.* Note the causes tending to sectional divergence.
 - b.* Public-land question, 1829-1830.
 - (1) Show how this proves the fact of sectionalism.
 - (2) Webster-Hayne debate, 1830.
 - (*a*) State the leading views of each man.
 - (*b*) What historical precedents could Hayne present?

(c) As you study, verify this statement :

“Webster and Hayne between them had stated the two ideas of the Constitution around which the history of the United States was to center for the next thirty years.”

(1') What were the two ideas?

(2') Which finally predominated?

(d) Read, if possible, these speeches.

See Johnston's American Orations, III,
and American History Leaflets, No. 30.

c. Nullification in South Carolina.

(1) Study tariffs of 1828, 1830, and 1832.

(a) Why did the South object? Was their grievance a real one?

(b) Why did it choose state interposition as a remedy?

(2) What is nullification? Is it better or worse than secession? Was it a new theory? What was the underlying cause of nullification?

(3) Calhoun's views. Did he change after 1816?

(4) Jackson's policy and its results.

(5) The Force Bill. Its nature and purpose.

(6) Clay's compromise tariff, 1833.

(a) In what sense did this yield to the South?

(b) Effect upon the South.

(7) Which came out ahead?

(8) Show that this is a proof of sectionalism.

d. Gather other proof of sectionalism as you study.

References on topic 3.

“Sources.”

American History Leaflets, No. 30.

Johnston's American Orations, III.

American History Survey, 228-231.

Hart's Contemporaries, III, Nos. 159-161.

MacDonald's Documents, 239-255, 268-284.

Channing, 393-395, 415-423; McLaughlin, 325-329.

Montgomery, 305-307, 309-311, 314-316; Epochs, III, 39-62.

Burgess, Chap. X.

4. Financial affairs, 1829-1845.

a. The bank question, 1828-1836. American History Leaflets, No. 24.

(1) Review previous bank legislation.

(2) Jackson's opposition. Reasons for and results.

(3) Who was Jackson's opponent and the champion of the bank? State his views.

(4) Election of 1832.

(*a*) Note the effect of the question upon the election.

(*b*) Note the effect of Jackson's reelection upon the Bank of the United States.

(5) Effect of a national bank upon state banks.

b. Removal of deposits, 1833. Jackson's pet banks.

c. Surplus revenue.

(1) Why was there a surplus?

(2) What was done with it?

(3) Effect of its distribution to the states.

d. Specie circular, 1836. What is meant by "rag money"? "wild-cat money"? "specie"?

e. The panic of 1837.

Study the period from 1829 to 1837 for causes.

Sum these up. (Note especially the effect of a state bank system, the rapid expansion of industry, and speculation.) Was the government to blame?

f. Independent treasury system.

Trace its origin and final establishment.

g. Renewal of bank question during Tyler's administration.

Why was the bank not rechartered?

References on topic 4.

"Sources."

American History Leaflets, No. 24.

Hart's Contemporaries, III, No. 162.

MacDonald's Documents, 259-261, 284-304.

Channing, 428-438; McLaughlin, Chap. XIV.

Montgomery, 319-324; Epochs, III, index.

McMaster, 305-312.

Burgess, Chaps. IX, XII; Eggleston, Chap. XLV.

Channing's *The United States of America*, 1765-1865,
219-223.

NOTE. — Consult references at close of the period.

5. Slavery, 1820-1840.

Suggestion. — Review slavery to 1820. What was its legal standing in 1821?

a. Why was there so little discussion on slavery from 1820 to 1830?

Read extracts from *American History Survey*,
149-151.

b. The abolition movement, 1830, etc.

(1) When, how, and why did it originate?

(2) Read Hart's *Source Book*, No. 94, for an abolition argument.

(3) Read Hart's *Source Book*, No. 95, for a southern defense of slavery. Compare the extracts, Nos. 94 and 95.

- (4) How did abolitionism differ from the earlier movements against slavery?
- (5) Trace the progress and character of the movement to 1840.
- (6) Garrison and Phillips.
 - (a) In what ways are they connected with the movement?
 - (b) Read extracts from speeches found in brief in American History Survey, 156.
 - (1') Was Garrison a secessionist?
 - (2') Does Phillips agree with him?
 - (c) Read Hart's Source Book, No. 96, giving an account of an anti-abolitionist mob.
- (7) Northern and southern views of abolitionists.
Why was abolition so unpopular in the North?
- (8) Slavery petitions. See American History Survey, 153-156.
 - (a) The "gag" laws. Were these constitutional?
 - (b) Note the views of Adams, Buchanan, and Calhoun.
 - (1') Explain each.
 - (2') Was Adams an abolitionist?
 - (3') Has Calhoun stated the view regarding slavery generally held in the South?
 - (c) What blunder was made by the pro-slavery men in trying to prevent debate?
- (9) Abolition literature. See American History Survey, 151, 152.
 - (a) Reasons for the requests of southern legislatures demanding suppression of such literature.
 - (b) Were the southern legislatures right?

- (c) How were "incendiary documents" dealt with in the South? Was this constitutional?
- (d) Jackson proposed a law to prohibit the circulation through the mails in the Southern States of "incendiary documents intended to instigate the slaves to insurrection." Would this have been constitutional?
- (e) Could slavery and the freedom of the press coexist?
- (f) Explain this statement: a bill was passed to prevent any postmaster from retaining unlawfully any marked letter or parcel "with intent to prevent the arrival and delivery of the same."
- (10) Political abolition, 1840, etc.
 - (a) Why did the abolitionists form a political party?
What was its platform?
 - (b) Note the influence of this party in the elections of 1840 and 1844.
 - (c) Read Salmon P. Chase's address found in Hart's Source Book, No. 101.
 - (1') What did he mean by "raised anew the standard of the Declaration"?
 - (2') What do you think of the spirit of this address?
 - (3') Who were the "martyrs of truth and freedom"?
 - (4') Who were the "millions of the oppressed and degraded free"?
 - (d) Did Garrison believe in political abolition?
- c. Place in your notebook the heading, Influence of Slavery, and gather all material fitting.

References.

"Sources."

Hart's Source Book, Chap. XV.

American History Survey, 148-156.

Old South Leaflets, No. 78 (No. 1 of The Liberator).

Hart's Contemporaries, III, Chaps. XXVI-XXVIII.

American History Leaflets, No. 10.

Channing, 423-427; McLaughlin, 342-347.

Montgomery, index; Epochs, III, index.

McMaster, 312-315; Sheldon, 242-244; Gordy, 286-289.

Eggleston, 272-277.

Burgess, Chap. XI.

Rhodes' History of United States since 1850, I, 38-75.

Greeley's American Conflict, I, Chaps. IX-XI.

Bryant's History, IV, Chap. XIV.

Wilson's Rise and Fall of the Slave Power, I, Chaps. XIII-XXI, XXII, XXIX, XL.

Schouler, IV, index; Johnston's Orations, II.

Supplementary reading.

Lowell's Ode to William Lloyd Garrison.

Whittier's Voices of Freedom.

6. Admission of states (Michigan and Arkansas).

a. Could Michigan have been a slave state?

Reasons for your answer.

b. Did the Missouri Compromise compel Arkansas to be a slave state?

c. Was the balance between slavery and freedom being kept? Could it be kept?

Study to find out (1) the population of 1840 and how distributed, and (2) the effect of immigration.

d. Place on slavery map.

7. Foreign relations, 1829-1844.

a. With Great Britain.

(1) The Canadian rebellion.

(2) The Webster-Ashburton treaty, 1842.

Note its provisions. Trace on territorial map the boundary of 1842.

b. With France, — the "French Spoliation Claims."*c.* The Chinese treaty, 1844.

8. Home affairs from 1837 to 1844.

a. Dorr's Rebellion in Rhode Island. Of what importance?*b.* The patroon war, or anti-rent trouble in New York. Was the demand of the renters a just one?*c.* Tariff of 1842; its character. Compare with the tariff of 1833.*d.* Indian wars. Follow the policy of the United States regarding the Indians up to this time, 1844.

9. Inventions.

Of what importance was each upon the social, industrial, and political conditions?

10. Our country in 1840 as regards (1) education; (2) literature; (3) means of transportation; (4) religion; (5) social, industrial, and political conditions.

SUMMARY AND REVIEW

1. Trace the history of political parties from 1829 to 1844.

Was the Whig party a successor of the Republican party of 1801-1825? Was the Democratic party?

2. Take note of the new political methods of this period, "national nominating conventions," party "platforms," etc.

3. The slavery question takes on "a new and dangerous aspect."

Verify this statement by citing facts regarding slavery.

4. This was a "new era of material development."
Verify.

5. Make a summary of the instances when state sovereignty is expressed.

Is state sovereignty ever the weapon of the majority?

6. Describe the character of each of these: Jackson, Van Buren, Harrison, and Tyler.
7. Webster, Clay, and Calhoun.

Place each of these names as a heading in your notebook and summarize the position of each on the leading issues of this period. Compare their views.

References for the period from 1829 to 1845.

"Sources."

Hart's Source Book, Nos. 94-101.

American History Survey, 148-156, 228-232, 243, 244.

American History Leaflets, Nos. 4, 10, 24, 30.

Old South Leaflets, Nos. 78-81, 106.

Preston's Documents, 299.

MacDonald's Documents, 231-335.

Channing, Chap. X; McLaughlin, Chap. XIV.

Epochs, III, 2-15, 117-132; Montgomery, 307-345.

McMaster, Chap. XXIII; Sheldon, 241-251; Gordy, 265-289.

Eggleston, 277-281.

Burgess' The Middle Period, Chaps. VIII-XII.

Schouler's History of the United States, III, 451-529; IV, 1-359.

Bryant and Gay's History.

Higginson, 431-455.

Channing's *The United States of America, 1765-1865*, 208.

Wilson's *Rise and Fall of the Slave Power*, I, II.

American Statesmen Series,—Jackson, Van Buren, Clay, Webster, Cass, John Quincy Adams. Consult indexes.

Supplementary reading.

Hale's *Stories of Invention*.

V. The Period of "National Expansion" and the "Extension of the Slave Area," 1845-1860

Suggestions. — As you study note how slavery affects the question of expansion. Note the development of sectionalism. Place in notebook as headings, Arguments for Expansion, Arguments against Expansion, and gather material as you study.

1. Why was more slave territory wanted?

Connect what you have already studied regarding conditions in South and North with this topic. Had the federal ratio (Constitution, Art. I, Sec. 2, cl. 3) been an advantage or disadvantage to the South? Prove your answer. Effect of foreign immigration on this question.

2. Annexation of Texas, 1845.

See Caldwell's *American Territorial Development*, Chap. VI.

a. Was Texas a part of the Louisiana Purchase? When did the United States relinquish it?

b. Trace the history of Texas from 1819 to 1844.

Extent of American population, and its influence.

c. How did the question of the annexation of Texas affect the election of 1844? Note the party views.

Why did the Democrats at this time put forward

the claim for "all of Oregon or none"? What were Clay's views? Reasons for the large vote of the Liberty party.

d. Sum up arguments for annexation; against annexation.

e. Was Webster an expansionist? Was Calhoun?

f. Find out the method of annexation.

Why was this chosen?

g. What restrictions were placed upon Texas if it came into the Union? Why?

h. Did the annexation of Texas affect the Oregon question? See topic 4.

i. Boundary dispute. What was Texas?

(1) Give Mexican claims.

(2) Give Texas and United States claims.

(3) How settled? Was the war a just one? Was it waged for conquest? Character and influence of this war.

(4) Trace the boundary of 1848. Place on map.

j. Study to see why it may be said, "The admission of Texas is the beginning of the end of slavery extension."

k. Do you find any evidence of secession?

References on topics 1 and 2.

"Sources."

Hart's Source Book, Nos. 102, 104, 105.

American History Survey, 157.

Hart's Contemporaries, III, Chap. XXIX; IV, Chap. II.

MacDonald's Documents, 343-355.

Caldwell's American Territorial Development, Chap. VI.

Channing, 443-451; McLaughlin, 359-372.

Montgomery, 340-362; Epochs, III, 141-152.

McMaster, 320-328; Sheldon, 261-280; Gordy, 290-296.
Eggleston, 282-295.

Burgess' *The Middle Period*, Chaps. XIII, XV-XVI.

Bryant, IV; Schouler, IV, V, 1-128.

3. California and New Mexico. The Mexican cession, 1848.
See Caldwell's *American Territorial Development*,
Chap. VII.

a. Study the treaty of Guadalupe Hidalgo, 1848.

(1) Trace the boundary of 1848 between the United
States and Mexico.

(2) What was to be done with the inhabitants?
Compare with the treaty of 1803.

b. Webster's and Calhoun's views on territorial expansion.

Compare them. Note views of other statesmen.

c. Slavery.

(1) Wilmot Proviso, 1846. What does this indicate
in regard to the future struggle?

(2) Debates over the nature of the power of government in the territories. See *American Territorial Development*, 182-190; *American History Survey*, 157-160.

(a) Can the Southerner take his slaves into the territories? Note Calhoun's and Webster's views. Note views of others.

(b) Was the division of opinion purely between northern and southern men?

(3) Free-Soil party, 1848.

(a) What gave rise to it?

(b) Give its platform.

(1') Was this new doctrine?

(2') Was it an abolition party?

(3') Why do they speak of the "sectional platform of slavery"?

- (4) If a southern man, how would you have voted in 1848?

d. Organization of the territory.

- (1) Outline Taylor's policy.
(2) Effect of the discovery of gold.
(3) Did the people of California desire slavery or freedom? Why?

References on topic 3.

"Sources."

Caldwell's American History Survey, 157-160.

Caldwell's American Territorial Development, Chap. VII.

Hart's Contemporaries, IV, Nos. 15-18.

MacDonald's Documents, 365-373.

Channing, 447, 448, 453-459; McLaughlin, 359-378.

Montgomery, 340-362; Epochs, III, 150-160.

McMaster, 328-338; Sheldon, 261-280; Gordy, 290-296.

Eggleston, 295-300.

Burgess' The Middle Period, Chaps. XVI, XVII.

Bryant and Gay, IV.

Schouler, V; Greeley's American Conflict, I.

American Statesmen Series,—Webster, Clay, Calhoun.

4. Oregon.

- a. To what does the term first apply?
b. What nations had claims to it? Basis for each.
c. When and how did Spain relinquish her claims?
d. Study the treaties of 1818 and 1827 with Great Britain.
(1) Find out why these were necessary.
(2) What was meant by "joint occupancy"?
(3) How did these affect the Oregon question?
e. Russian treaty of 1824. How did this affect Oregon?

- f.* Treaty with England, 1846.
- (1) Meaning of "54 40 or fight," the Democratic campaign cry of 1844.
 - (2) What was the trouble between the United States and England?
 - (3) Trace the boundary of 1846. Locate on map.
 - (4) Why was a compromise made? Give several reasons.
- g.* To what did "Oregon" apply in 1819? in 1824? in 1846? in 1859?
- h.* What provision was made regarding slavery? Why?
5. Admission of states, 1844-1848.
- a.* Was the balance kept?
 - b.* Place on map showing whether slave or free.

References on topics 4 and 5.

"Sources."

Hart's Source Book, Nos. 80, 103.

Caldwell's American Territorial Development, VIII, 190-199.

MacDonald's Documents, 355-358.

Channing, 449-451; McLaughlin, 360, 361.

Montgomery, 345-348; Sheldon, 256, 261.

McMaster, 322-325; Epochs, III, 146-148, 156, 157.

Eggleston, 294-300; Burgess' The Middle Period, index.

Roosevelt's Winning of the West.

Schouler, IV, 504-513.

Supplementary reading.

Irving's Astoria; Captain Bonneville.

Parkman's Oregon Trail.

NOTE. — See other references at close of the period.

6. The Walker tariff, 1846.

- a.* Note the character of this tariff measure.
- b.* Account for the return to the free trade principle.
- c.* Compare it with the tariff of 1842.
- d.* Was the commercial and industrial prosperity from 1846 to 1857 due to this tariff? Note different views on this.

7. Problems of 1849-1850.

- a.* State each fully, giving reason for each.
- b.* Compromise measures, 1850.
 - (1) Trace the forming of these in Congress.
 - (2) State the terms of the final bills.
 - (3) Study the speeches of Clay, Webster, Calhoun, Douglas, and Seward. Brief extracts may be found in the American History Survey, 160-162. Analyze each.
 - (4) Why was Clay anxious for compromise?
 - (5) Why did Webster's "7th of March" speech cause him to lose leadership?
Read Whittier's poem, Ichabod.
 - (6) Was the Fugitive Slave Law of 1850 a real necessity to the South? Was it a benefit to the South?
Read Hart's Source Book, No. 107.
 - (7) What were "personal liberty bills"?
 - (8) Did the compromise measures of 1850 extend the slave area?
 - (9) What new principle regarding the organization of territories do they introduce?
 - (10) What was their effect upon political parties and the campaign of 1852?
 - (11) How was the platform of the Free-Soil party opposed to these measures?
 - (12) Did they prove to be "peace" measures?

- (13) Note secession sentiments.
- (14) Show on map California and the territories, Utah and New Mexico, with status of slavery.
- 8. Deaths of Webster, Clay, Calhoun.
Effect upon political conditions.
- 9. Gadsden Purchase, 1853.
Its effect upon slave question.
- 10. Ostend Manifesto: "The Union can never enjoy repose nor possess reliable security as long as Cuba is not embraced within its boundaries."
 - a. Explain fully the occasion for this, and its meaning.
 - b. Compare with our present relations to Cuba.
 - c. Was the desire for Cuba limited to the South?

References on topics 6-10.

"Sources."

Hart's Source Book, Nos. 106, 107.

American History Survey, 160-163.

Hart's Contemporaries, IV, Nos. 18-22, 29-33.

American History Leaflets, No. 30.

MacDonald's Documents, 378-389.

Caldwell's American Legislators.

Channing, 451-463; McLaughlin, 375-382, 405 (Ostend Manifesto).

Montgomery, 362-368; Epochs, III, 162-178.

Gordy, 296-300; McMaster, 338-345; Sheldon, 276-299.

Eggleston, 299, 300; Burgess' The Middle Period, Chaps. XVII, XVIII.

Rhodes' History of the United States from 1850, I, Chaps. II-III, VI.

Taussig's History of Tariff, index.

NOTE.— Other references at close of the period 1844-1860.

11. Kansas-Nebraska Bill, 1854.
- a.* Reasons for this bill.
 - b.* Was it constitutional?
 - c.* Why does Douglas say that the slavery restriction in the Missouri Compromise was "superseded by the principles of the legislature of 1850"?
 - d.* State fully Douglas' views on slavery and slavery extension.
 - e.* What did the bill mean?
 - (1) Did Southerners agree with its northern advocates as to the meaning? What is popular sovereignty?
 - (2) Read Hart's Source Book, No. 108, and American History Leaflets, No. 17.
 - f.* Results.
 - (1) Read an account of the Kansas struggle, 1855-1861.
 - (*a*) Which side acted in the most unlawful manner? Proof.
 - (*b*) Read Hart's Source Book, No. 109.
 - (2) Political reorganization.
 - (*a*) Rise of the Republican party.
 - (1') Of what elements was this party composed?
 - (2') Its platform. Compare with Free-Soil party on slavery. Is it an abolition party? Does it express adherence to national sovereignty or to state sovereignty?
 - (*b*) Know-Nothing party. How account for its great success in the elections of 1854?
 - (*c*) How was the Democratic party affected?
 - (3) Struggle in Congress. Note the assault upon Sumner.

- (4) Explain : "The history of the Civil War begins with the Kansas-Nebraska bill."
- (5) Did it repeal the Missouri Compromise?
- (6) Did it extend the slave area?
- g. Place on the map the territories Kansas and Nebraska, and show status of slavery therein in accordance with this bill.

References on topic 11.

"Sources."

Hart's Source Book, Nos. 108, 109.

American History Survey, 163-167.

Hart's Contemporaries, IV, Chap. VI.

American History Leaflets, No. 17.

MacDonald's Documents, 395-403, 413-416.

Old South Leaflets, No. 83 (Crime against Kansas).

Channing, 464-474; McLaughlin, 385-396.

Montgomery, 368-380; Epochs, III, 178-189.

Gordy, 300-306; McMaster, 346-355; Sheldon, 299-304.

Eggleston, 301, 302; Burgess, Chaps. XIX, XX, XXII.

Rhodes' History of United States, Chaps. IV-IX.

Wilson's Rise and Fall of the Slave Power, index.

Greeley's American Conflict, I.

Bryant's History, IV, 405-409.

Blaine's Twenty Years in Congress.

Davis' Confederate Government, I, index.

Pollard's Lost Cause, index.

Schouler, V, Chap. XXI, etc.

Cooper's History of Political Parties.

Hopkins' History of Political Parties.

12. Election of 1856.

a. Parties and their leaders.

b. State the principles of each party.

- c. What was the significance of the comparatively large Republican vote?
 - d. Was the Democratic party united in this election?
13. The Dred Scott case, 1857.
 - a. Make a statement of facts upon which Scott claimed freedom.
 - b. Questions before the Supreme Court.
 - c. Did the court have jurisdiction in the case?
 - d. State the decision of the court.
 - (1) What did it mean?
 - (2) Did it open the states to slavery?
 - (3) Did it help or hinder the anti-slavery cause?
Give reasons for your answer.
 - (4) Compare it with Calhoun's doctrine.
 - e. Read Hart's Source Book, No. 110, for the opinion of Justice McLean, one of the dissenting judges on this case. For a fuller treatment of the case, see American History Leaflets, No. 23.
 - f. Show on map for slavery how this decision affected the status of slavery in the territories then organized.
14. Lincoln-Douglas debates, 1858.
 - a. What was the occasion for these?
 - b. State the arguments of each.
 - c. What was Lincoln's view of the negro?
What Douglas'? How do they differ? Short extracts may be found in the American History Survey, 168.
15. Find in contemporary speeches or writings statements which show the sentiment on slavery in both North and South, 1850-1860.
Note Lincoln's "House divided" speech, Seward's "irrepressible conflict" speech, etc.
 - a. Why did Southerners believe slavery right?
 - b. Was the North united in sentiment?

References on topics 12-15.

“Sources.”

Hart's Source Book, Nos. 110, 111.

American History Survey, 163-169.

Hart's Contemporaries, IV, Nos. 41-45.

American History Leaflets, No. 23.

Old South Leaflets, No. 85.

MacDonald's Documents, 416-435.

Channing, 474-476; McLaughlin, 396-403.

Montgomery, 380-390; Epochs, III, 189-202.

McMaster, 355-359; Sheldon, 295, 308; Gordy, 306-312.

Eggleston, 302-306; Burgess, Chap. XXI.

Rhodes' History of United States from 1850, Chaps. VIII-X.

NOTE. — Consult references in list at the close of the period.

16. John Brown's raid, 1859.

a. Purpose and effect.

b. How would you account for the differing opinions? —

He was a religious fanatic. — A VIRGINIAN.

It was the act of lawless ruffians. — *Senate Report*.

It presses on the irrepressible conflict. — GREELEY.

Actually, — twenty-two men have been found ready to die for an idea. — WENDELL PHILLIPS.

This will be a great day in our history; the date of a new revolution, quite as much needed as the old one.

LONGFELLOW.

c. How did John Brown justify himself for “fighting for his country”? Read Hart's Source Book, No. 112.

d. How do historians now view this incident?

17. Uncle Tom's Cabin, 1852, and Helper's Impending Crisis, 1857.
 - a. Purpose and influence of these books.
 - b. Was Uncle Tom's Cabin true to life?
 - c. "Seven out of eighteen voters in the South were non-slaveholding whites." Had they been able to read and understand the arguments of Helper's Impending Crisis, what would have been the effect?
18. Financial policy, 1857-1860.
 - a. Tariff of 1857. Character.
 - b. Panic of 1857.
 - (1) Cause.
 - (2) Compare with panic of 1837 as to causes.
19. Admission of states, 1849-1860.
 - a. Was the balance kept?
 - b. Did the Dred Scott decision open Oregon and Minnesota to slavery?
20. Condition of the United States in 1860.
 - a. Population.
 - (1) Character.
 - (2) Distribution. Compare North and South.
 - (3) Effect of foreign immigration.
 - (4) Why did slavery limit population?
 - b. Industrial life.
 - (1) Why so few manufactories in the South?
 - (2) Note the effect of inventions of labor-saving machinery.
 - (3) Cotton. Effect of its culture.
 - (4) Which was the more expensive, slave labor or free labor? Show reasons for your answer.
 - (5) Commerce. Note its extent and value.
 - (6) To what extent did the North depend upon the South? the South upon the North?

c. Intellectual life.

(1) Schools, literature, newspapers. Compare North and South.

(2) Was there an interchange of thought between North and South? Did the two sections understand each other?

d. Transportation.

Trace the progress of railway building and steam transportation.

e. Social life.

Compare the different sections,—North, South, and West.

f. Slavery.

(1) In what *states* was it legally established?

(2) What *territories* were open to slavery?

(3) Had legislation favored or opposed slavery?

Give proof for your answer by citing laws.

g. Political theories.

Was the theory of state sovereignty confined to the South? Note the action of the Wisconsin legislature, 1859. See American History Survey, 115, 116.

References on topics 16-20.

“Sources.”

Hart's Source Book, Nos. 112, 113.

American History Survey, 163-169.

Hart's Contemporaries, IV, Nos. 46-48.

American History Leaflets, No. 26.

Old South Leaflets, Nos. 82, 84.

Channing, 476-478; McLaughlin, 404-409.

Montgomery, 390-393; Epochs, III, 203-210, 212-215.

McMaster, 359-377; Sheldon, 308; Gordy, 312-319.

Eggleston, 304-306; Burgess' Civil War and Reconstruction.

Rhodes' History of the United States from 1850, Chaps. X-XI.

NOTE.—Other references at close of the period. Consult indexes.

Supplementary reading.

Mrs. Stowe's Uncle Tom's Cabin; Dred.

Helper's Impending Crisis.

SUMMARY AND REVIEW

1. Political parties, 1844-1860.

a. Trace their development from 1844 to 1860.

b. What was meant by "Conscience Whigs"? by "Cotton Whigs"? by "Anti-Nebraska men"? by "Barn-burners"?

2. Sectionalism.

Place in your notebook a summary of facts which prove its growth.

3. Expansion.

Make a list of all territory acquired by the United States from 1803 to 1860, giving date and manner of each acquisition.

4. Describe the character of the Presidents from 1845 to 1860.

5. Webster, Clay, and Calhoun.

Continue the summary begun under the previous period, 1829-1845, adding a summary of the position of each on the leading issues of this period to 1852.

6. Make a list of the new men who appear after 1850, and sum up briefly the position of each on the leading issues from 1850 to 1860.

References on this period, 1845-1860.

"Sources."

Hart's Source Book, Chaps. XVI, XVII.

American History Survey, 156-168, 232.

American Territorial Development, Chaps. VI-VIII.

American History Leaflets, Nos. 17, 23.

Old South Leaflets, Nos. 82-85.

MacDonald's Documents, 343-435.

Hart's Contemporaries, III, Chaps. XXVIII, XXIX; IV, Chaps. II-VII.

Channing, Chap. XI and 481-493.

McLaughlin, Chap. XV.

Epochs, III, 141-204.

Montgomery, 339-399.

Burgess' Middle Period and Civil War.

Bryant and Gay's History, IV.

Rhodes' History of the United States from 1850, I, II.

Greeley's American Conflict, I, II.

Blaine's Twenty Years in Congress.

Andrews' History of United States, II.

Winsor's Narrative and Critical History, VII.

Wilson's Rise and Fall of the Slave Power, I, II.

Schouler, V; Stephens' War between the States.

Lalor's Cyclopedia of Political Science.

Von Holst's History of United States (Constitutional), III.

Davis' Confederate Government.

NOTE. — Consult other histories in general list on pages 1-5.

Biography.

American Statesmen Series, — Clay, Webster, Calhoun, etc.

Supplementary reading.

Churchill's The Crisis.

Irving's Astoria; Captain Bonneville.

Whittier's Angels of Buena Vista.

Century Magazine, November, December, 1890 (California Life).

Lowell's Present Crisis, The Biglow Papers.

Stowe's Uncle Tom's Cabin; Dred.

Longfellow's and Whittier's slavery poems.

VI. The Period of Secession and Civil War, 1860-1865

Suggestions. — Secure an outline map of the United States upon which the campaigns of the Civil War may be traced. Different colors may be used to indicate Union and Confederate successes.

Attention should be given in the study of the war to the theater of the campaigns, the effect of topography upon results, the character of the generals, the comparative strength of the combatants, and the character of the people in each section.

Study, if possible, from both northern and southern authorities.

1. Election of 1860.

a. Parties and their leaders.

b. Principles of each party.

Note these statements from the platforms of the various parties.

Republican.

"The maintenance inviolate of the rights of the States, and especially the right of each state to order and control its own domestic institutions according to its own judgment exclusively, is essential to that balance of powers on which the perfection of our political fabric depends. . . .

.

"The new dogma, that the Constitution of its own force carries slavery into any or all of the Territories of the United States, is a dangerous political heresy, . . .

.

"The normal condition of all the territory is that of freedom; . . . and we deny the authority of Congress, of a Territorial legislature, or of any individuals, to give legal existence to slavery in any Territory of the United States."

Democratic (northern).

"The Democratic party will abide by the decisions of the Supreme Court on the question of constitutional law.

.
The enactments of state legislatures to defeat the faithful execution of the Fugitive Slave law are hostile in character, subversive of the Constitution, and revolutionary in their effect. . . .

"During the existence of the territorial governments, the measure of restriction, whatever it may be, imposed by the Federal Constitution on the power of the Territorial legislature over the subject of domestic relations, as the same has been, or shall hereafter be finally determined by the Supreme Court of the United States, shall be respected by all good citizens, and enforced with promptness and fidelity by every branch of the General Government."

Democratic (southern).

"The government of a Territory, organized by an act of Congress, is provisional and temporary; and, during its existence, all citizens of the United States have an equal right to settle, with their property, in the Territory, without their rights, either of person or property, being destroyed or impaired by Congressional or territorial legislation.

.
"When the settlers in a Territory form a State Constitution . . . the right of sovereignty commences,

and being consummated by admission into the Union, they stand on an equal footing with the people of other states, and the state thus organized ought to be admitted into the Federal Union, whether its constitution prohibits or recognizes the institution of slavery."

Constitutional Union.

"It is both the part of patriotism and duty to recognize no political principles other than the Constitution . . . , the Union . . . , and the enforcement of the Laws."

c. Account for the split in the Democratic party.

Was there any really national party at this time?

d. Results.

(1) Notice what states each party carried.

What does this signify?

(2) Effect on secession.

(a) Can you see any reason why the election of Lincoln should be the occasion for the secession movement?

(b) Find what you can regarding the policy of Alex. H. Stephens (Georgia) at this time. Note these words of his:

"The election of no man, constitutionally chosen to the presidency, is sufficient cause for any state to separate from the union. Let the fanatics of the North break the Constitution—let not the South, let not us, be the ones to commit the aggression."

(c) What states seceded in 1860–1861, before Lincoln's inauguration?

2. Secession.

Suggestion. — Study, if possible, from the ordinances of secession. See American History Leaflets, No. 12, or American History Survey, Chap. VIII.

a. Buchanan's views. See his message, Dec. 3, 1860, quoted in American History Survey, 176-178.

(1) Does he believe in the right of secession?

(2) Does he believe that secession can be prohibited?

(3) What do you think of the remedy he proposed?

(4) What did he think of the Personal Liberty Laws?

b. Crittenden Compromise (1860) and others.

(1) Do the terms seem reasonable?

(2) Why were the plans rejected?

c. Ordinances of secession, 1860-1861.

(1) Study the ordinance of South Carolina.

(*a*) By whom passed? Was this the unanimous wish of the people of South Carolina?

(*b*) What relation has this act to that of 1788?

(*c*) Upon what theory of the Constitution is secession based?

(2) Make a list of the states seceding, giving date of each ordinance.

Why did the last four not secede at first?

(3) Read the ordinances. Do any of the states submit the ordinance to the people?

d. Causes for secession. See American History Leaflets, No. 12, pp. 3-9.

(1) Sum these up in your notebook.

(2) Study South Carolina's declaration of causes.

(*a*) What did South Carolina mean by "frequent violations of the Constitution"?

(*b*) What historical precedents does South Carolina bring forward?

(c) What three fundamental principles of government are asserted?

(d) Explain the reference made in this statement :

“We assert, that fourteen of the states have deliberately refused for years past to fulfill their constitutional obligations and we refer to their own Statutes for the proof.”

(e) Note the charges brought against the non-slaveholding states, “destructive of the ends for which government was instituted.”

(f) Explain :

“A geographical line has been drawn across the Union,” etc.

(g) Had the Republican party announced that “the South shall be excluded from the common territory”?

(h) Does this pamphlet have the tone of earnestness?

e. Upon the basis of a strict construction of the Constitution did the South demand more than it was justified in doing? Your reasons.

f. Was secession a blunder?

g. Lincoln's views. See American History Survey, 182, 183.

Read in full his Inaugural Address, Old South Leaflets, No. 11, and American History Leaflets, No. 18.

(1) Does he believe secession possible under the Constitution?

(2) How does he regard the South? Note his various speeches, American History Leaflets, No. 26.

(3) How did he define coercion?

- h. Gather other views from contemporaries.
- i. How did the Southern States justify taking possession of Federal forts within their limits?
- j. Show on slavery map the states that seceded.

References on topics 1 and 2.

"Sources."

American History Survey, Chap. VIII.

American History Leaflets, Nos. 12, 18, 26.

Old South Leaflets, No. 11.

MacDonald's Documents, Nos. 93, 94.

Johnston's American Orations, III, IV.

Preston's Documents, 304-313.

Hart's Contemporaries, IV; Chaps. VIII-XI.

Channing, 493-504; McLaughlin, 409-416; Montgomery, 391-399.

Epochs, III, 204-216; Burgess' Civil War and Reconstruction, I, Chaps. I-VI.

Gordy, 316-318; Sheldon, 314-321; McMaster, 378-382.

Eggleston, Chap. L; Andrews, II, index.

Johnston's History of American Politics.

Goldwin Smith's History of United States.

Greeley's American Conflict; Comte de Paris' Civil War, I.

Ropes' Story of the Civil War, I.

Dodge's Bird's Eye View of Civil War.

Stephens' War between the States, I.

Pollard's Lost Cause; Johnson's War of Secession.

Rhodes' History of the United States from 1850, II, III.

Blaine's Twenty Years in Congress, I.

Schouler's United States History, V; Bryant, IV.

Wilson's Rise and Fall of the Slave Power, III; Davis' Confederate Government, IV; Lowell's Political Essays; Biographies of Lincoln, etc.

3. Southern political action, 1860-1861.
 - a. Organization of the Confederate States of America.
 - (1) Character of the government.
 - (2) Who was President? Who Vice President?
 - (3) Compare with the Constitution of the United States.
4. Fort Sumter. See American History Survey, 183-185; Hart's Source Book, No. 114.
 - a. Why was there any question about provisioning Fort Sumter? Note the different opinions expressed.
 - b. Read the letter from Brigadier-General Beauregard to Major Anderson. Of what importance was it?
 - c. Effect of the firing on Fort Sumter, April 12, 1861.
 - (1) Lincoln's proclamation, April 15, 1861.

Read it, noting the cause stated, number of troops called for, and other provisions relative to the situation. See American History Leaflets, No. 12, and Hart's Source Book, No. 115.
 - (2) Its effect on the North; on the South.
 - (3) What is the issue now between North and South?
 - (4) Secession of Virginia, Arkansas, Tennessee, and North Carolina.
 - (5) Note the action of the Border States.
 - (6) Extra session of Congress, July 4, 1861. Why?
 - (7) Did war exist before this?

References on topics 3 and 4.

"Sources."

Hart's Source Book, No. 114. ✓

American History Survey, 183-185.

MacDonald's Documents, 446 (Constitution of the Confederate States).

American History Leaflets, Nos. 18, 26. ✓

Channing, 507-512; McLaughlin, 412-419.

Montgomery, 394-403; Epochs, III, 218-219.

McMaster, 378-384; Gordy, 316-324; Sheldon, 323-325.

Greeley's American Conflict, I.

Ropes' Story of the Civil War.

See indexes of histories mentioned in references for topics 1 and 2, or for topic 5, below.

5. The war period, 1861-1865.

a. Causes of the Civil War.

Suggestions. — Review carefully the social, economic, and constitutional development of the nation. Review the note-book work on state sovereignty and the national theory. Review slavery, especially as to its influence.

Sum up all causes in notebook.

b. The North and the South in 1861. Compare in regard to

- (1) Sentiment.
- (2) Military strength.
- (3) Resources.

Suggestion. — Study both northern and southern authorities, if possible, for material on these topics, and also for the war.

c. Theater of the war.

- (1) Why was the war fought mainly on southern soil?
- (2) Study the geography of the field of war. Note as you proceed how this affects the situation.
- (3) State clearly and trace out on the map the southern position in its first line of defense.
- (4) The Union position at the beginning.

d. The blockade.

- (1) The ports, April 19, 1861. Object and results.
- (2) Lincoln's proclamation, Aug. 16, 1861. Its importance. See American History Leaflets, No. 12, p. 21.

- (3) Trace the progress, 1861-1865.
- (4) Effect.
 - (a) The South.
 - (b) England.
- c. Battle of Bull Run, July, 1861.

The political hostilities of a generation were now face to face with weapons instead of words.

GENERAL BEAUREGARD.

- (1) Reasons for the battle.
- (2) Why were Unionists defeated?
- (3) Read Hart's Source Book, No. 116.
- (4) Effect.

Compare these statements :

It is our duty, as it is our wish, to derive from the calamity every lesson it is fitted to enforce. . . . We are now fully engaged in a war, and with men, who, it is evident, can and will fight. — *Boston Courier*. (Quoted in Sheldon's History.)

Our troops believed the war ended . . . and left the army in crowds to return to their homes. — JOS. E. JOHNSTON, a southern general.

f. Attitude of foreign powers.

- (1) Find out what it was in each case.
- (2) What is meant by "according belligerent rights"?
How does it differ from "recognition of independence"?
- (3) Find out whether the people of Great Britain agreed with the policy of the government.
- (4) Did the Union have any foreign nation as a friend?
- (5) Did the southern confederacy expect more than it got from European nations? Give reasons for your answer.

g. Plan of the war, 1861-1865.

(1) Northern.

Explain "on to Richmond," "open the Mississippi," "blockade the South," and "march to the sea."

Trace the working of this plan in future events.

(2) Southern.

Explain "on to Washington" and "defenders of our homes and the rights of self-government."

h. The war in the West, 1861-1862.

(1) Study the topography of the West between the Alleghenies and the Mississippi. Note effect on campaigns.

(2) Winning of Missouri, 1861.

(3) How was Kentucky won?

(4) Opening of the Mississippi.

(a) Trace the progress of the Union army southward to the close of 1862.

(b) Capture of New Orleans. Of what importance was this?

(1') Study the career of Farragut. See Scribner's Magazine, June, 1881.

(2') Read George W. Cable's New Orleans before the Capture, in Century Magazine, April, 1885.

(3') Find out something, if possible, about Butler's command in New Orleans. (When visiting New Orleans note the inscriptions on the Clay and Jackson statues.)

(4') Read Hart's Source Book, No. 119.

(5) Campaign in eastern Tennessee, 1862.

- i. The Trent Affair, 1861.
 - (1) Why did Lincoln say, "We must stick to American principles concerning the rights of neutrals"?
 - (2) Follow the course taken by the United States after the seizure of Mason and Slidell.
 - (3) Was England right in this matter?
- j. The Monitor and the Merrimac, March, 1862.
 - (1) Describe the two vessels. Compare with modern war vessels.
 - (2) Why is it said that "a revolution had been effected in naval warfare"?
 - (3) Effect of the fight.
- k. The Peninsular Campaign, 1862.
 - (1) Study the topography of Virginia and note how this affected McClellan's movements.
 - (2) Trace the movements of the armies, noting object of each.
 - (3) Why was it a Union failure?
- l. Second battle of Bull Run, 1862.
 - (1) Object of Pope's campaign.
 - (2) Result, and why?
- m. Confederate invasion of the North, 1862.
 - (1) Object.
 - (2) Battles of Antietam, Md., and Fredericksburg, Va.
 - (3) Was it a mistake on Lee's part to invade the North? Give reasons.
- n. Slavery and the war.
 - (1) Explain why these statements were made :

The South fought to sustain slavery, the North fought not to have it hurt. — PHILLIPS.

I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so. — LINCOLN.

“No amendment shall be made to the Constitution which shall authorize or give to Congress the power to abolish or interfere, within any state, with the domestic institutions thereof, including that of persons held to labor or service by the laws of said state.” (An amendment adopted in the House by a vote of 133 to 65 and in the Senate 24 to 12 in 1861.)

(2) When and why were slaves considered contraband of war? Effect.

(3) Congressional action regarding slavery in territories, June 19, 1862.

“Slavery was forever prohibited in any part of the public domain.”

(a) What historical precedents for this act?

(b) Could popular sovereignty still prevail?

(c) Could the principle of the Dred Scott decision prevail?

(4) Emancipation, 1861-1865.

(a) All slaves used in military operations were freed in August, 1861.

(b) Resolution of Congress, March, 1862 :

“Resolved, that the United States ought to coöperate with any state which may adopt gradual abolishment of slavery, giving to each state pecuniary aid . . .”

(1') What do you think of this plan?

(2') Why did it not succeed?

(c) District of Columbia Act, April, 1862.

“About 4000 slaves freed, with compensation to the owners.”

(d') Congress authorized seizure of slaves of persons then in rebellion, July, 1862.

- (e) Lincoln's policy. See Hart's Source Book, No. 124.
- (1') Note statements in his first inaugural regarding interference with slavery in states.
- (2') His attitude toward the proclamations of Fremont (1861) and Hunter (1862). Reasons for this.
- (3') Note the resolution of Congress proposed by Lincoln, 1862.
- (4') Note his reply to Horace Greeley. The letter to Greeley may be found in American History Leaflets, No. 26. If Lincoln wished, as he said, "that all men everywhere could be free," why did he not act?
- (5') His proposed amendments, December, 1862. See American History Survey, 189.
- (6') Emancipation proclamation, Jan. 1, 1863.
- (a') Study "Sources,"—American History Survey, 186; Hart's Source Book, No. 120; American History Leaflets, No. 26.
- (b') Note the warning of Sept. 22, 1862, to the seceded states. What does this mean?
- (c') By what authority did he issue it?
- (d') What slaves did it free?
- (e') Its effect upon the political, economic, and military situation.
- (f') Would it have been effective if the South had won?

- (g') What was its effect on the negroes?
- (h') Find statements regarding its importance.
- (f) State action: West Virginia, 1862; Missouri, June, 1863; Maryland, October, 1864. Why was state action necessary in these states?
- (g) Thirteenth amendment, 1865.
 - (1') Learn it.
 - (2') Its effect upon the institution of slavery.
 - (3') Why was it necessary?
 - (4') Find out why it could not be passed in 1864, when first proposed.
 - (5') What states had their slaves freed by this amendment?
- a. War in the West and South, 1863 and 1864.
 - (1) The Vicksburg campaign, 1863.
 - (a) Object and results.
 - (b) Describe Grant's attack, using map.
 - (2) Chickamauga and Chattanooga.
 - Object and results.
 - (3) The Atlanta campaign, 1864, and the "march to the sea."
 - (a) Why was Atlanta a point of importance for the South?
 - (b) Was it not a mistake to supplant Johnston by Hood?
 - (c) Can the devastation wrought by Sherman's army be justified? Compare with present ideas.
 - (d) State the results of these campaigns.
 - (4) Sherman's advance northward from Savannah.
 - (a) Trace his route, and note results.

p. War in the East, 1863 and 1864.

(1) Chancellorsville.

Effect of this Confederate success.

(2) Lee's second invasion of the North, June and July, 1863.

(a) What justified this in Lee's mind?

(b) Gettysburg, July 1-3, 1863.

(1') Describe the battle.

(2') Was this a decisive battle?

(3') Why did the war not end with Vicksburg and Gettysburg?

(4') Read and learn Lincoln's Gettysburg Address of Nov. 19, 1863. See American History Survey, 186, or the facsimile of the address in Lincoln's handwriting, Montgomery, 439.

(5') Read Hart's Source Book, No. 123.

(6') "This battle marks a turning point in all history." Why?

(c) Find out all you can about the attitude of the North at this time. Note the Draft Riot. Lincoln was called a "tyrant," etc.

(3) The campaigns of 1864.

(a) "On to Richmond."

(1') Trace Grant throughout the year.

(2') Why did the South still persist? Was there any hope?

(3') Relation of this campaign to the southern campaign of Sherman.

(4') Relation to Sheridan's campaign in the Shenandoah valley.

(b) Sheridan's valley campaign.

(1') Reasons for.

(2') Results.

- q. The election of 1864.
- (1) Parties and candidates.
 - (a) Why was Johnson nominated for Vice President?
 - (b) Do you see any changes in sentiment since 1856 and 1860? Explain.
 - (2) The Democrats carried only New Jersey, Delaware, and Kentucky.
Significance of this.
 - (3) Effect of Lincoln's reelection.
- r. The Confederate cruisers.
- (1) Find out what they did.
 - (2) The Alabama.
 - (a) Its history and career.
 - (b) Did England do her duty as a neutral?
 - (c) What were the Alabama claims?
(Refer to the Treaty of Washington, 1871,
for the settlement.)
- s. The last campaign, 1865.
- (1) Fall of Richmond, April 3, 1865.
 - (2) Lee's surrender at Appomattox, April 9, 1865.
 - (a) Note the terms. Could Grant have been more generous?
 - (b) Read Hart's Source Book, No. 125, for an account of the interview between Grant and Lee, written by Horace Porter. What idea do you get of the character of these two men from this interview?
 - (c) Read Lee's letter of surrender, Montgomery's History, 461. What spirit does it show?
- t. Results of the war.
- (1) Cost.
 - (2) What questions did it settle?
 - (3) What problems did it give rise to?

References on the war period

“Sources.”

Hart's Source Book, Nos. 113-126.

American History Survey, Chap. VIII.

Old South Leaflets, No. 11.

Preston's Documents, 313.

Grant's Memoirs; Johnston's American Orations.

Hart's Contemporaries, IV, Chaps. XIII-XXII.

Channing, Chap. XIII; McLaughlin, Chap. XVI.

Montgomery, 401-464; Epochs, III, Chap. IX.

McMaster, Chap. XXVII.

Lee's United States History (southern); Gordy, Chap. XVIII; Sheldon, 325-361.

Eggleston, Chaps. LI-LVII; Burgess' Civil War and Constitution, I, II.

Greeley's American Conflict.

Ropes' Story of the Civil War.

Stephens' War between the States.

Dodge's Bird's Eye View of the Civil War.

Davis' Battles and Leaders of the War.

Davis' Confederate States.

McClellan's Own Story.

Comte de Paris' Military History of the Civil War.

Blaine's Twenty Years in Congress.

Century War Book (Battles and Leaders).

Supplementary reading.

Read's Sheridan's Ride.

Lowell's Commemoration Ode; America.

Longfellow's Building of the Ship.

Thomas Nelson Page's Red Rock.

Howe's Battle Hymn of the Republic.

Mary A. Livermore's My Story of the Civil War.

6. Lincoln's assassination, April 14, 1865.
 - a. Note in full the effect of this.
 - b. Would Lincoln's fame have been greater had he lived longer?
Give your opinion with reasons.
7. A study of Lincoln.

. . . And, standing like a tower,
Our children shall behold his fame,
The kindly-earnest, brave, foreseeing man,
Sagacious, patient, dreading praise, not blame,
New birth of our new soil, the first American.

JAMES RUSSELL LOWELL'S *Commemoration Ode*.

(A more complete extract may be found in Hart's Source Book, No. 126. Read the entire poem in Lowell's works.)

- a. Find out all you can of Lincoln's early life.
- b. Education. (He himself says it was defective.)
- c. His career to 1860.
- d. Read as many of his speeches as you can, or extracts from them, and discover (1) what he thought of slavery; (2) how he would deal with it; (3) what he thought of the South; (4) what he advised them to do; (5) whether he believed in going to war; (6) how he regarded emancipation; (7) whether he thought secession right; (8) how he meant to deal with the South after the war.
- e. Write a summary regarding his character as you have judged it to be from this study.
- f. Give quotations from different authorities showing the estimate of his contemporaries or of present writers.
- g. Was he more truly American than Washington?

References on topic 7.

“Sources.”

Hart's Source Book, Nos. 124, 126.

American History Survey, 167-190.

American History Leaflets, Nos. 18, 26.

Old South Leaflets, No. 11.

Hart's Contemporaries, IV, Nos. 44, 50, 66, 101,
145.

Morse's Abraham Lincoln.

Nicolay and Hay's Life of Lincoln in the Century
Magazine.

Schurz's Abraham Lincoln.

Holland's Life of Lincoln.

Raymond's Life and Public Services of Lincoln.

Hapgood's Lincoln, — the Man of the People.

8. Financial policy of the Union, 1861-1865.

a. Condition of finances, 1861.

b. Congressional action.

(1) Tariffs.

(2) Greenbacks. Do you see why gold in 1864 was
at a premium of 285%?

(3) National Bank Act, 1863.

(a) Describe the plan.

(b) Object.

(c) Reasons for placing 10% tax on state bank
circulation.

(d) Could it be better adapted to present con-
ditions? How?

(4) Internal revenue system, 1862-1865.

(a) Describe it.

(b) Is such a system now in force?

(c) Condition in 1865.

(d) Compare with present system.

9. Southern finances, 1861-1865.
 - a. Methods of raising revenue.
 - b. Condition in 1865. Was the southern war debt ever paid?
10. Admission of states, 1861-1865: Kansas, 1861; West Virginia, 1863; Nevada, 1864.
 - a. Was Kansas a free or a slave state?
 - b. Why did West Virginia separate from Virginia?

Suggestion. — Make a map showing the United States in 1865. Color the states but leave the territories uncolored. Trace the boundaries of the territories as then located. This map may be used to trace development after 1865. As states are admitted, add to the map by coloring and placing date of admission thereon.

References on topics 6, 8-10.

Channing, 515-519, 553, 554.

McLaughlin, 449, 450, 479, 554.

Montgomery, 408-409; Epochs, III, 232, 247, 248.

McMaster, 437-439; Sheldon, 362-367.

Eggleston, Chap. LVIII; Burgess' Civil War and Reconstruction; Channing's United States from 1765 to 1865, Chap. I.

Taussig's History of Tariff.

GENERAL QUESTIONS AND TOPICS RELATING TO THE WAR

1. Was the war a rebellion?
Give reasons for your answer.
2. Compare the northern and the southern war policy.
Could the South have done differently?
3. Is it true that the blockade was the chief factor in the defeat of the South?

4. Why did the war last so long?
5. What part did the Border States play?
6. Was the United States justified in feeling bitter toward England?
7. Verify this statement :

There is, in history, no devotion not religious, no constancy not meant for success, that can furnish a parallel to the devotion and constancy of the South in this extraordinary war. — *Epochs*, III, 239.

8. Negroes in the armies.

Did the South arm the negroes?

9. Prisons, northern and southern.
10. Pictures of life during the war, in both North and South.

a. Read from Hart's Source Book, Nos. 117, 118, 121, 122.

b. Bring in accounts from other authorities than those found above.

Century Magazine, September, 1885 (A Woman's Diary of the Siege of Vicksburg).

Atlantic Monthly, August, 1886 (Domestic Life in the Confederacy).

Harper's Magazine, LII, 576 (Confederate Make-shifts).

Livermore's My Story of the Civil War. Hart's Contemporaries, IV, Nos. 86-98.

Century Magazine, April, 1901 (A Woman's Experiences during the Siege of Vicksburg).

11. Influence of newspapers and magazines.
12. Grant and Lee.

Study each as to early life, education, generalship, and character. What is there to admire in each?

Still in his veterans' hearts to-day
 His battle drums are beating;
 His bugles always blew advance,
 With him was no retreating. — Poem on Grant.

Honor followed as his shadow,
 Valor lightened all his cares;
 And he rode, that grand Virginian —
 Last of all the cavaliers. — Poem on Lee.

13. Men prominent in the war period.

Make a list of these, stating briefly in what way each
 is prominent.

14. Women during the war.

References.

“Sources.”

Hart's Source Book, Chap. XVIII.

Hart's Contemporaries, IV.

Biographies of statesmen, generals, or others prominent
 during the period.

Grant's Memoirs.

See all histories mentioned in previous lists for the
 Civil War period. Consult indexes.

VII. The Period of Reconstruction, 1865-1871

1. Problems of 1865.

Suggestions. — Write a summary in the notebook. As you study trace the particular efforts made to solve these problems. Do you think the United States has shown the best wisdom at all times? In connection with what problems has marked ability been shown?

2. Reconstruction.

a. What is meant by "reconstruction"?

b. Theories as to the status of the seceded states with reference to the Union.

(1) Note Lincoln's words in his last public address, April 11, 1865: "Concerning the question whether the states were ever out of the union, I have purposely forbore any public expression on it, as it appears to me that question has not been, nor yet is, a practically material one. . . . We are all agreed that the seceded states, so called, are out of their proper practical relation with the Union, and the sole object of the government . . . is to get them into that proper practical relation."

(2) Why was it necessary to decide upon the status of the seceded states?

(3) If the seceded states were not in the Union, 1865, was the Thirteenth Amendment valid? It was ratified by 27 out of 36 states.

(4) State the different theories.

c. Lincoln's policy, 1863-1865.

(1) Study his Proclamation of Amnesty and Reconstruction, Aug. 12, 1863, and his annual message of December, 1863. (Quoted in American History Survey, 188, 189.)

(2) Study the extract above under topic *b* and in American History Survey, 189, 190.

(3) Outline his method of reconstruction. According to this plan who could vote?

(4) What states reorganized in accordance with Lincoln's plan? Why did Congress refuse to receive the electoral votes of Louisiana and Tennessee, 1864?

d. Johnson's policy, 1865.

- (1) Outline his method. Who could vote?
- (2) To what extent was reconstruction accomplished in accordance with his method?
- (3) Compare with Lincoln's.
- (4) Would Lincoln have probably been more successful in carrying out the policy than Johnson?

e. Congressional policy, 1865-1871.

Read Hart's Source Book, No. 130, and Hart's Contemporaries, No. 149.

- (1) Find reasons for the attitude of Congress.
- (2) What political party was responsible for the plan?
- (3) Freedman's Bureau, 1865-1870.

Object and results.

- (4) Civil Rights Bill, 1866. Its object.
- (5) Reconstruction amendments.

(a) Thirteenth, 1865. What did it do?

(b) Fourteenth, 1868. Proposed in Congress, 1866. See Constitution for text.

(1') State in summary what each section provides for.

(2') Why were Southern States so long in ratifying it?

(3') In what way did it modify the Constitution?

(4') Is suffrage solely a state affair?

Notice recent discussions regarding conditions of suffrage in new southern state constitutions.

(c) Fifteenth Amendment, 1870. Proposed in Congress, 1869.

(1') Learn this amendment.

(2') What was its effect on the second section of the Fourteenth Amendment?

- (3') Was it wise to extend suffrage to the negro? Follow the future history with this question in mind.
- (6) Method of reconstruction.
 - (a) Study acts of Congress, 1867.
 - (b) Explain the process fully by which the seceded states were reorganized. Who could vote?
 - (c) What were "carpetbaggers"?
 - (d) What is meant by the "iron-clad oath"?
- (7) Trace the progress of reconstruction.
- (8) Results.
 - (a) Struggle between the President and Congress. Show why. Study the Tenure of Office Act and the Impeachment of Johnson.
 - (b) Study political conditions in the South from 1867 to 1871.
 - (1') Read Hart's Source Book, Nos. 131, 132, and other accounts.
 - (2') What was the Ku-Klux Klan? See Hart's Contemporaries, No. 156.
 - (c) Force Bill. Object and effect.
 - (d) Find out what you can regarding negro suffrage to-day.
- f. Gen. Robert E. Lee's advice on reconstruction. See Hart's Source Book, No. 129. Select a few quotations showing his idea.
- g. Some recent views of reconstruction. Use as a topic for individual investigation.
- h. What was done with Jefferson Davis, the president of the Confederacy? Was he dealt with too severely or not severely enough?
- i. With which do you sympathize, the South or the government?

References on topic 2.

“Sources.”

Hart's Source Book, Chap. XIX.

American History Survey, 189-193.

Johnston's American Orations, IV, 3-15, 125-188.

Hart's Contemporaries, IV, Chaps. XXIII-XXV.

Channing, 557-567; McLaughlin, 469-485.

Montgomery, 465-485; Epochs, III, Chaps. XI, XII.

McMaster, Chap. XXX; Sheldon, 376-379; Gordy, 374-384.

Burgess' Reconstruction and the Constitution.

Scott's Reconstruction during the Civil War.

Blaine's Twenty Years in Congress, II.

Atlantic Monthly, 1901.

Lee's United States History (Southern), 533-547.

American Statesmen Series, — Charles Sumner, Seward, Lincoln.

Supplementary reading.

Century Magazine, May, 1901 (A Yankee Teacher in the South).

Thomas Nelson Page's Red Rock.

3. Foreign relations, 1865-1870.

a. The French in Mexico.

(1) Review the policy of the French during the war.
Was the Monroe Doctrine violated?

(2) Result.

b. Purchase of Alaska, 1867.

“Sources,” — American Territorial Development,
Chap. IX.

(1) From whom acquired?

(2) Trace the boundaries. Has there ever been dispute over these? If so, how has it been settled?

- (3) What rights were the people to have? Compare with former treaties of annexation.
- (4) State the advantages to be gained by annexation.
- (5) Why was it opposed? Was the constitutional right discussed?
- (6) What was paid?
- (7) Has Alaska been of value?

c. Burlingame Treaty with China, 1868. Of what importance?

4. The Atlantic cable.

Its influence upon political, commercial, and diplomatic relations.

5. Admission of Nebraska, 1867.

References on the period from 1865 to 1870.

“Sources.”

Hart's Source Book, Nos. 127-132.

American History Survey, 188-193.

Caldwell's Territorial Development, Chap. IX, 201-213; Johnston's American Orations.

Hart's Contemporaries, Chaps. XXIII-XXV.

Channing, 557-570; McLaughlin, 469-485.

Montgomery, 465-487; Epochs, III, Chaps. XI, XII.

McMaster, Chap. XXX; Sheldon, 376-379.

Eggleston, Chap. LIX; Andrews, II; Burgess' Reconstruction and the Constitution.

Blaine's Twenty Years in Congress.

Century Magazine, see index for various topics.

Grant's Memoirs.

McCulloch's Men and Measures of Half a Century.

Andrews' Last Quarter of a Century, Chaps. V, VI.

Wilson's Rise and Fall of the Slave Power, III, 434-740.

Cable's Silent South and Negro Question.

NOTE. — Consult other histories and magazine articles.

VIII. The Period of National Growth, 1871-1901

Suggestions. — Study to discover how politically, socially, and industrially the North and the South are again welded into a nation.

Add to the map of the United States the new states as they are admitted.

Study to find out what the chief causes of our prosperity have been. Write a summary in notebook.

1. Political history.

a. Southern political disorders.

(1) Note the effect of carpetbag government and negro suffrage. Read Hart's Source Book, Nos. 131, 132.

(2) Federal intervention. Object, methods, and effect. Study the Ku-Klux movement; find out how the South kept negroes from voting.

(3) Rival governments.

Note the effect of this condition in the election of 1876.

(4) How settled? Note President Hayes' policy from 1877 to 1881, and the repeal of the Force Act, 1893.

(5) Effect upon political parties.

References.

"Sources."

Hart's Source Book, Nos. 131, 132.

Hart's Contemporaries, Nos. 151, 153, 157.

Channing, 569, 571-573.

McLaughlin, 483-485, 487-489, 494-496, 500, 502.

Montgomery, 483-485, 494, 496, 517.

Epochs, III, 275, 276, 281-288.

Andrews, II, index.

NOTE. — Consult other references at close of period.

- b. Political scandals.
 - (1) Crédit Mobilier, 1872.
 - (2) Whisky Ring, 1875.
 - (3) Salary grab, 1873.
- c. Electoral commission, 1876.
 - (1) Object. Study election of 1876.
 - (2) Result of its work.
 - (3) What does McLaughlin mean in saying, "This whole affair, then, was a victory for free government; it showed that the Americans possessed the prime requisite for self-government — self-control"?
 - (4) What principle in the settlement of differences is here exemplified? Note Hayes' words, quoted in McLaughlin's History, 497.
- d. Political parties.

Suggestion. — Place names of different parties in the notebook, working out under each its principles and leaders.

- (1) Liberal-Republican party, 1872.
 - (a) Note its platform, giving causes.
 - (b) Its part in the election. Why did the Democrats accept the platform?
- (2) Greenback party, 1880.
 - Reasons for its existence.
- (3) Prohibition party, 1872.
 - (a) Why did the prohibitionists form a political party?
 - (b) Trace its part in the different elections.
- (4) The People's party, 1884; Populists, 1892.
 - (a) Its origin.
 - (b) Effect on other parties.
 - (c) Its platform.
- (5) Labor party, 1872; Equal Suffrage party, 1888.

- (6) Republican party.
 - (a) Trace its history in relation to the chief events of the period, 1870-1901.
 - (b) Sum up the leading principles of the party to-day. Study the platform of 1900.
- (7) Democratic party.
 - (a) Trace its history in relation to the leading questions of the period, 1870-1901.
 - (b) State the principles of the party to-day. Study the platform of 1900.
- (8) What is a "mugwump"? What is an "independent"? Should every one belong to a political party? What is a "machine politician"?

c. Civil-service reform.

- (1) Grant's Civil-Service Commission, 1871-1873.
- (2) The Pendleton Act, 1883.
 - (a) Study this extract from President Arthur's annual message, December, 1881.

"Original appointments should be based upon ascertained fitness.

"The tenure of office should be stable.

"Positions of responsibility should, so far as practicable, be filled by the promotion of worthy and efficient officers.

"The investigation of all complaints and the punishment of all official misconduct should be prompt and thorough."

- (b) Object of the bill.
- (c) Results. Trace the progress of reform.
- (3) Present condition of the civil service.
- (4) Compare with the spoils system. Read Hart's Source Book, No. 137.

f. Ballot reform.

Explain the Australian system. Discuss the merits of this system.

g. Electoral Count Act, 1887. Its object.

h. Presidential Succession Bill, 1886.

(1) What does the Constitution say as to the succession?

(2) State the law of succession.

i. The Reed Rules in the House of Representatives.
Object and effect of these.

References.

“Sources.”

Hart's Source Book, Nos. 133, 137.

Hart's Contemporaries, Nos. 156, 157, Chap. XXVI.

Channing, 571-579; McLaughlin, 487, 535.

Montgomery, index; Epochs, III, 281-286, 288-290, 293, 294, 296, 297.

Andrews' Last Quarter Century of the United States.

2. Financial history.

a. Revenue.

(1) How does the government secure revenue?
Is an income tax constitutional?

(2) Tariff.

(a) Trace the tariff legislation since 1870.

(b) What is meant by reciprocity?

(c) Distinguish between a protective tariff and a free-trade tariff.

(d) Compare arguments used to-day and those regarding the first tariff.

(e) What was the Porto Rican tariff question?

(f) What is the present policy?

(3) War taxes, 1898.

(4) Bonds. Why issued in 1893? in 1898?

b. Silver legislation.

(1) Demonetization of silver, 1873. Its effect.

(2) Bland-Allison Bill, 1878.

Object and effect.

(3) Sherman Act, 1890.

Did this have anything to do with the panic of 1893?

(4) Repeal of the Sherman Act, 1893.

c. Resumption of specie payments, 1879.

Explain fully why necessary.

d. What is meant by "free coinage"? by "bimetallism"? by "single standard"? by "gold standard"?*e.* What is our present financial standing?*References.*

"Sources."

Hart's Source Book, No. 136 (Resumption of Specie Payments).

Hart's Contemporaries, Nos. 168-172.

Consult all histories of the period, magazines, and newspapers.

3. Foreign affairs, 1870-1901.

a. Treaty of Washington.

(1) Review the attitude of Great Britain during the Civil War.

(2) What questions were settled by the treaty?

(3) Read Hart's Source Book, No. 134, for a contemporary view of the treaty.

(4) Study the Geneva award, 1871-1872.

b. Northeastern fishery question.

(1) Review treaties of 1783 and 1818 as regards the fisheries.

(2) Treaty of 1854. Its effect. Why terminated in 1865?

- (3) Trace the causes of dispute from 1865 to 1871.
- (4) Note the provisions of the Treaty of Washington, 1871.
- (5) Fishery Award, 1887.
 - (a) Reasons for.
 - (b) Amount.
 - (c) Results. Was it satisfactory?
- (6) Joint Commission, 1888.
- (7) Present status of the question.

References.

“Sources.”

Hart's Contemporaries, IV, No. 173.

Andrews' Last Quarter Century of the United States, II, 118, etc.

Consult indexes of text-books.

Current History Magazine, index.

c. Behring Sea controversy.

d. The Venezuelan trouble.

- (1) State the causes.
- (2) Did the United States have a right to interpose?
Note Olney's position. Read Cleveland's Venezuelan Message, quoted in American History Survey, 214-216.
- (3) What new interpretation was given to the Monroe Doctrine?
- (4) How was it settled?
- (5) What principles regarding international relations are exemplified?

References.

“Sources.”

American History Survey, 214-216.

Hart's Contemporaries, Nos. 178, 179.

McLaughlin, 524-527.

Montgomery, 517, 520.

Andrews' Last Quarter Century of the United States,
index.

Consult magazine articles.

e. The Hawaiian question, 1893-1898.

(1) When did our relations with Hawaii begin?

(2) Trace the various efforts at annexation before
1898. Why did they fail?

(3) When and why was Hawaii finally annexed?

(4) Sum up the advantages of annexation.

(5) Hawaiian government. Describe it, and com-
pare with that of former acquisitions.

References.

Caldwell's Territorial Development, 213-227.

McLaughlin, 520, 521, 535.

Montgomery, 518.

Andrews' Last Quarter Century of the United States.

Sparks' Expansion of American People, 440-443.

NOTE. — Consult also current magazine articles.

f. Trouble with Italy, 1891.

g. Trouble with Chile, 1891.

h. War with Spain, 1898.

(1) Causes.

(*a*) Study Cuban affairs under Spanish rule.

(*b*) Study our relations to Cuba. One writer
says :

“We have had a Cuban question for over
ninety years.”

Can you verify this?

(*c*) Study the Maine disaster. In what way
did this affect the situation?

- (2) When and how was war declared?
- (3) Trace the chief events.
- (4) Results.
 - (a) Terms of the treaty.
 - (1') What territory was thus acquired?
 - (2') What provisions were made regarding Spanish subjects?
 - (3') What provisions were made regarding native inhabitants?
 - (4') What is said regarding religion?
 - (b) General results.

References.

"Sources."

Hart's Source Book, Chap. XXI.

Hart's Contemporaries, Chap. XXX.

Caldwell's American Territorial Development, 230-237.

McLaughlin, 529-535.

Griffis' The Romance of Conquest, Chap. XXVII.

i. The Samoan trouble with Germany. Result.

j. The war in China, 1900.

Why did the United States take part in this war?

Effect upon our standing among the nations.

NOTE. — Consult current magazine or newspaper articles for material.

k. Our relations with Cuba, 1898-1902.

(1) Note this extract from President McKinley's second annual message, 1898 :

"The people of the island of Cuba are, and of right ought to be, free and independent. . . .

"The United States hereby disclaims any disposition or intention to exercise sovereignty, jurisdiction

or control over said island, except for the pacification thereof, and asserts its determination when that is accomplished to leave the government and control of the island to its people."

- (2) Trace our relations with Cuba after the war.
 - (a) Why did we keep military occupation so long?
 - (b) What are the terms of the Platt Amendment? Are they just?
 - (c) What is the present condition?
- 4. Industrial history, 1870-1902.
 - a. Trace the growth in the various industries, — agriculture, mining, manufacturing, etc.
 - b. Labor and capital.
 - (1) Strikes.
 - (a) Study several of the prominent ones since 1870 to discover causes.
 - (b) Have they been beneficial?
 - (2) Trusts. How shall they be controlled?
 - (3) Trades-unions.
 - c. How has the railroad affected our industrial development?
 - d. Commerce.
 - (1) Means of transportation.
 - (2) Interstate Commerce Commission.
 - (3) Effect of tariff on commerce.
 - (4) Discuss reciprocity in its effect on commerce.
 - (5) With what nations do we trade?
 - (6) What is meant by the "open-door" policy? To what nation does it apply?
 - (7) Nicaragua Canal.
 - (a) Review Clayton-Bulwer Treaty and Hay-Pauncefote Treaty.
 - (b) Present condition of this matter.
 - (c) Advantages of such a canal.

(8) Ship-subsidy question.

Should government aid be given?

5. Intellectual development, 1870-1902.

a. Note the progress of science and invention.

b. Educational progress.

c. Literature.

Name the leading poets, novelists, essayists, and historians of this period.

d. Art.

6. Social development, 1870-1902.

a. Social settlements. Their aim and effect.

b. Classes of society.

(1) What is the character of American aristocracy?

(2) Is society more or less democratic than in 1800?

c. What is being done to benefit the masses?

References.

Histories of the period, 1870-1902.

Magazines, and histories of American Literature.

7. Present problems.

a. The Indian question.

(1) What has the government done for the Indian?
Has he been treated fairly?

(2) What is our present policy?

(3) What shall we do with them?

(*a*) Read Hart's Source Book, No. 138, and
Hart's Contemporaries, No. 204.

(*b*) Consult histories and current magazines for
a discussion of this question.

b. The negro problem.

(1) What is the problem?

(2) Who shall solve it? Read Grady's speech
quoted in Hart's Contemporaries, IV, 652.

(3) Is it purely a southern problem?

(4) Note these words of Booker T. Washington's:

"In the future more than in the past, we want to impress upon the Negro the importance of identifying himself more closely with the interests of the South.

"Almost the whole problem of the Negro in the South rests itself upon the fact as to whether the Negro can make himself of such indispensable service to his neighbor and the community that no one can fill his place better in the body politic." (Quoted from Hart's *Contemporaries*, No. 208. Read the entire extract, if possible.)

(5) How does the Southerner look at the question?

References.

Hart's *Contemporaries*, Nos. 205, 208.

Booker T. Washington's *The Future of the American Negro*; *Autobiography of Washington*.

c. Colonial problems.

(1) Did we have a colonial policy previous to 1898?

(2) Government of Porto Rico. Compare with territorial government.

(3) The Philippines.

(a) The Philippine Commission.

(b) Present conditions as to government, education, etc.

(c) What shall their future be?

References.

Caldwell's *Territorial Development*, 237, 254.

Hart's *Contemporaries*, IV, Chap. XXXI.

NOTE. — Consult current magazine articles.

d. Labor problem.

How shall the differences between capital and labor be adjusted?

e. Problem of immigration.

(1) In what ways has immigration been restricted?

(2) Has the time come to place greater limitations upon immigration?

f. What shall be the future of the Monroe Doctrine?

Read Hart's *Contemporaries*, IV, No. 196, and Roosevelt's Minneapolis Address, quoted in current magazine or newspaper, September, 1901.

g. The anarchist problem. How shall we deal with it?

.

New occasions teach new duties; Time makes ancient good uncouth;

They must upward still, and onward, who would keep abreast of Truth;

Lo, before us gleam her camp-fires! we ourselves must Pilgrims be,

Launch our Mayflower, and steer boldly through the desperate winter sea,

Nor attempt the Future's portal with the Past's blood-rusted key.

JAMES RUSSELL LOWELL's *The Present Crisis*.

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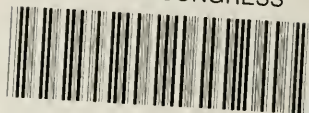
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